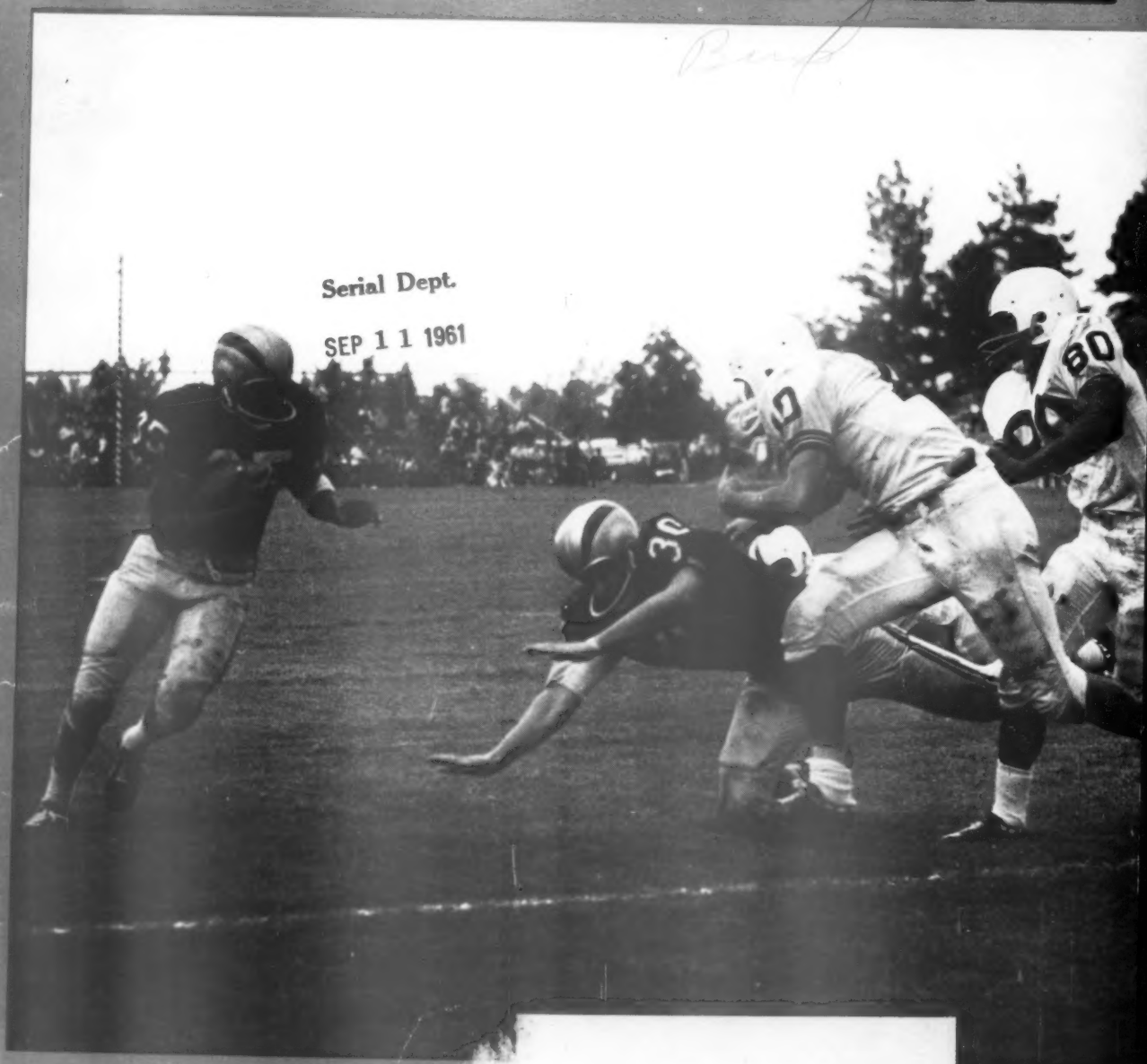


ATHLETIC JOURNAL

Serial Dept.

SEP 1 1 1961



COLORADO'S

SWEEP ATTACK

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A Special Report to Athletic Directors, Coaches and Trainers...

"Again in 1961 we've designed striking new knits,
new patterns to add more color to basketball"

John Roan

RAWLINGS' CHIEF CLOTHING DESIGNER



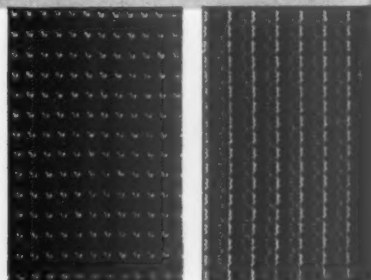
Fit, design and color are your chief points of interest in basketball uniforms, and we give particular attention to these areas. I wish you could see these sample uniforms in full color. Perhaps even in black and white you can distinguish the striking designs. They're all new for 1961.

We try to give our uniforms a *spirited* look, always keeping the design in good taste. We also show here a few warm-up and award jackets from our fine selection for 1961. But despite the emphasis on patterns and colors in basketball uniforms, we believe fit and comfort are just as important.

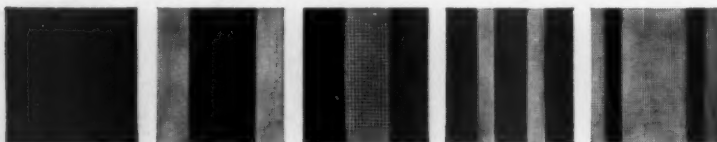


The key to comfort and good looks in a basketball shirt is the way the openings for the neck and arms are styled. We design these areas so the shirt fits snug without being too tight. The shirt never interferes with free movement of arms and shoulders. The quality of materials used in the shirt keeps these areas from sagging or looking sloppy.

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This year we have developed two unique, colorful knits. We call them V-Knit (above left) and Ivy-Knit (right). V-Knit is available in all standard athletic colors or any two color combinations. The Ivy-Knit pattern is a combination of three colors. For example, a basic scarlet background with royal blue and white woven into the patterns. Ivy-Knit is available in nine different color combinations. It's a new, distinctively different material—and it's exclusive with Rawlings.



This year again, we are offering one-piece knit trim in five individual patterns and in all standard athletic colors. The illustration above shows you the various patterns. Color mixtures within these patterns offers practically unlimited variety. We invite you to have your Rawlings representative show you samples of the many striking new materials available in Rawlings basketball uniforms and warm-up and award jackets for 1961. As always, Rawlings uniforms are expertly Team-Tailored.



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FRONT COVER ILLUSTRATION

The illustration on our newly designed cover shows Colorado fullback, Chuck Weiss, in a wide sweep against Kansas State. Ted Woods is shown executing the block.

TV and the "Little Guy"

Remember when television of sports first reared its ugly head? At that time we urged in these pages that strong restrictive measures be taken to protect the "little fellow." This was not so in the case of other publications in our field. For example, "Scholastic Coach" said: "The only sports events that TV may kill are the mediocre attractions. As far as we're concerned, that's justifiable homicide."

What brought all this back to mind was an article by Robert E. Burns, president of the University of the Pacific, in the September issue of the Methodist maga-

zine, "Together." Commenting on his school's recent de-emphasis of football, Dr. Burns had this to say: "Some of this decline in interest (student interest in football) is due to the impact of television, the popularity of professional football, and increasing competition for the entertainment dollar. College games of top quality can now be seen on the TV screen every weekend, and the fan need not leave his living room and battle heavy traffic to watch them."

Developments over the past thirteen years would seem to indicate that our concern over the problem of TV was justified.

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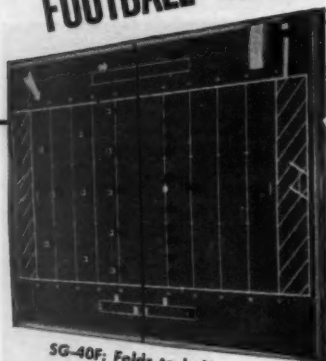
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*from here
and there*

ONLY one member of "Bear" Bryant's eleven-man football staff at Alabama is a *stranger* to Bryant. Phil Cutchin and Pat James played under Bryant at Kentucky and then were on his staff at Kentucky and Texas A&M. Charley Bradshaw, "Dude" Hennessy, and Howard Schnellenberger were on teams coached by Bryant at Kentucky, while Gene Stallings and Elwood Kettler played for Bryant at Texas A&M. Don Cochran was an outstanding lineman at Alabama in 1958 and 1959. Carney Laslie assisted "Bear" at Navy Pre-Flight, Kentucky, and Texas A&M, while Sam Bailey was on the A&M staff. The only *stranger* is Clem Gryska, Alabama graduate and former president of the Alabama Coaches' Association. He is starting his second year under Bryant... Jim Stanley leaves his position as line coach at Amarillo, Texas, High School to join Bill Meek's staff at SMU... Also new to the college ranks this year is Ken Keuffel who leaves an outstanding 28-3-2 record at Lawrenceville Prep School (New Jersey) to take over as head coach at Wabash College... "Rip" Engle must hold the record as being the most often selected all-star coach. He served for three years as head coach of the Blue team in the Blue-Gray game, has been assistant coach twice, and head coach once of the East team in the East-West game, co-head

twice of the National All-Stars in the Copper Bowl game, and co-head coach this past summer of the East team in the All-American bowl... When Ed Rozy, the trainer for the Chicago Bears, assembled his supplies for the training camp, he took with him a ten pad hydroculator; 492 spools of adhesive tape; 10,000 salt tablets; 2,000 dextrose tablets; 3,800 "Band-Aids"; six rolls of moleskin tape; 180 footballs; 48 dozen pairs of sweat socks; 5,000 cleats; and 600 towels plus comparable quantities of rubbing alcohol, aspirin, tincture of benzoin, and cotton.

★ ★ ★

OF the 255 best track performances turned in by Texans competing as undergraduates during the past track season 93 were by members of Southwest Conference schools, 127 by members of other Texas colleges, while 35 were by high school students or college freshmen... Dr. Augustus Thordike of the Harvard Health Services reports over a 29-year period the incidence of injury to all students who took part in some sport was a remarkably low 3 per cent. The Harvard report and also a substantiating report by the Air Force indicated that softball and soccer were the two sports in which the greatest number of participants reported in-

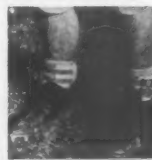
(Continued on page 60)



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Question:

What do you consider the best method of teaching defense recognition to quarterbacks?



PAUL BRYANT, *University of Alabama*

In teaching our quarterbacks to do an intelligent job of recognizing defenses, we emphasize running away from the opposing team's strength rather than toward its weakness. When this rule is learned, the quarterbacks are able to understand the overall aim of the defense. Two defensive setups, even and odd, are emphasized. Men playing over the guards constitute an even defense. When no one is over the guards, we call it an odd defense. Two setups are taught in the secondary, the three deep and the box. With a safety we say three deep; without a safety it is a box defense. Running wide is emphasized when there are less than two men outside our end and running inside when less than four men are inside our tackles. By closely correlating these rules, using scouting reports and game plans, we feel our quarterbacks can do an intelligent job.



JERRY BURNS, *State University of Iowa*

It is our opinion that the best method of teaching defense recognition to our quarterbacks is through daily meetings with them. At these meetings various visual aids such as charts, slides, film clips, etc., are used and there is a general discussion of various defenses and their particular strengths and weaknesses. Due to the fact that the rule blocking generally provides for various defenses and alignments as far as our interior trapping game is concerned, the quarterback meetings usually are concerned with perimeter coverage and secondary adjustments or rotations. Prior to a game, the quarterback is given our offense for the game so he can take into account the defense or defenses with the adjustments and stunts that are expected. If the opponent's defense has any definite variation, our quarterbacks are given alternate plays to check off at the line of scrimmage.



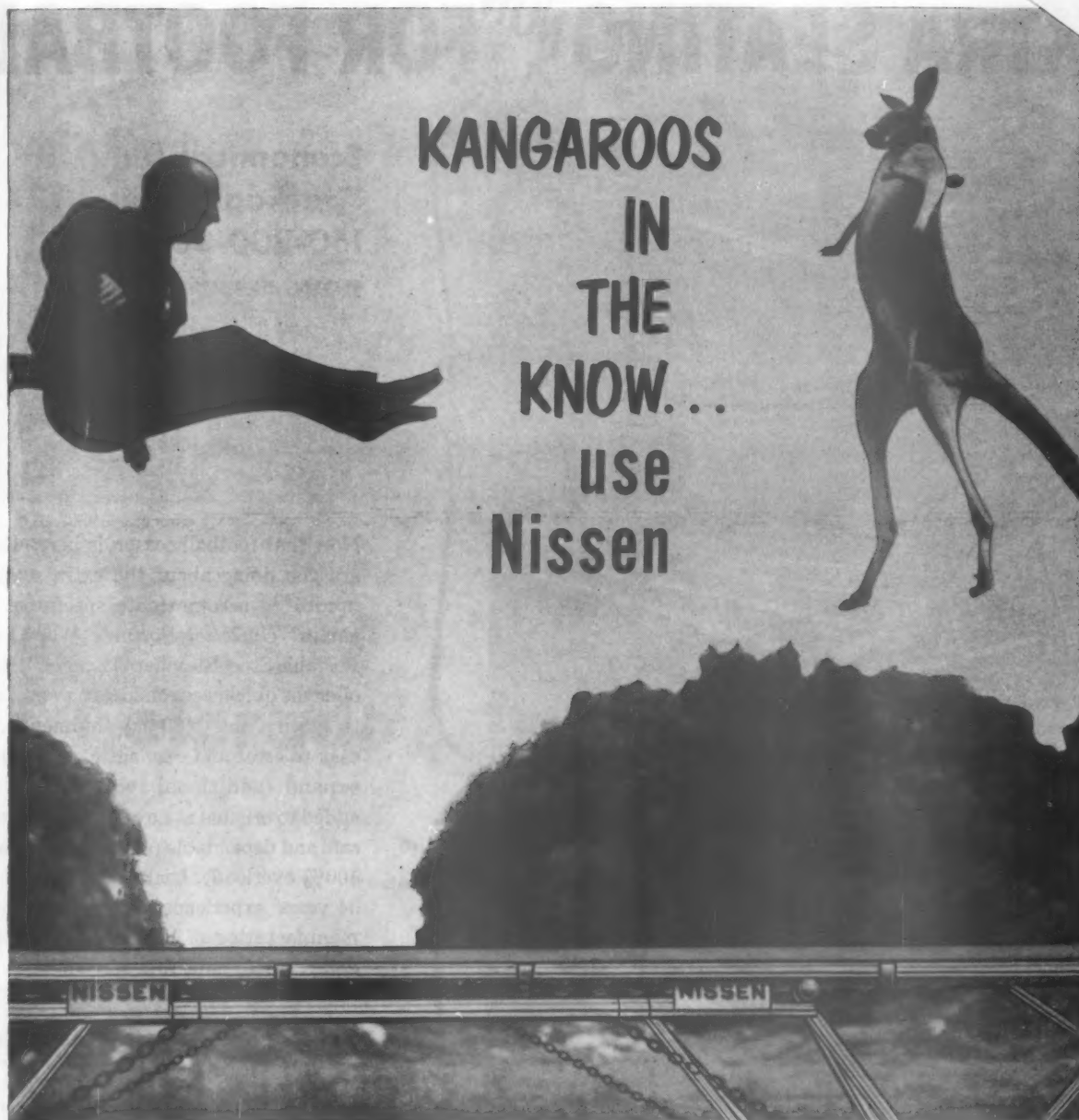
RAY R. NAGEL, *University of Utah*

We teach quarterbacks defense recognition by taking our version of the basic defenses and dividing it into two major classifications, with two subdivisions. In effect, this gives us four defensive groups. Under the classification three deep secondary, there are even and odd defenses with the same breakdown under the classification, box secondary. There are seven defenses under three deep even, and three under the three deep odd classification. For the box secondary classification there are two defenses under the even subhead and three under odd. By classifying the defenses in the manner described, we have had good success in teaching our quarterbacks defensive recognition. Once the quarterbacks have learned the different defensive sets and discussed them with the coaches, then they are required to write a brief description of each defense, emphasizing its basic strengths and weaknesses.



JESSE VAIL, *North Central College*

Defensive recognition is taught to our quarterbacks through the use of miniature players; recognition slides; film clips of different defenses and each opponent's defensive variations; sectional and team offensive dummy and line scrimmage. Quarterbacks are taught to recognize defensive characteristics as follows: If there is a man over center, it is an odd defense; no man over center, it is even. If a safety man is used, it is a diamond defense; no safety man, it is a box. If men are stacked, it is a stunting defense. We believe that if the quarterback is taught the basic tendencies of each defense and notes the particular spacing variations of each, he can best select his plays to attack the existing weakness. This along with the scouting information allows our quarterback to run the best plays with a minimum of poor calls. We want to keep our teaching simple.



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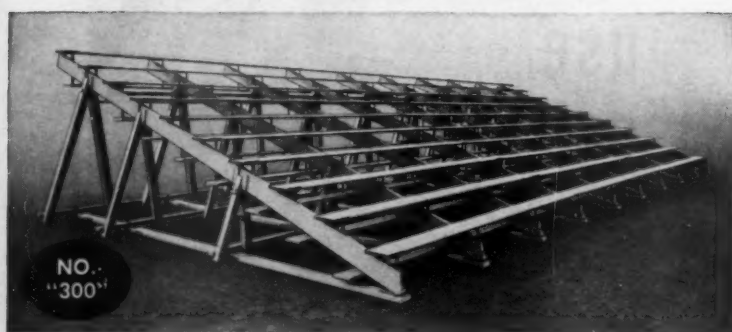


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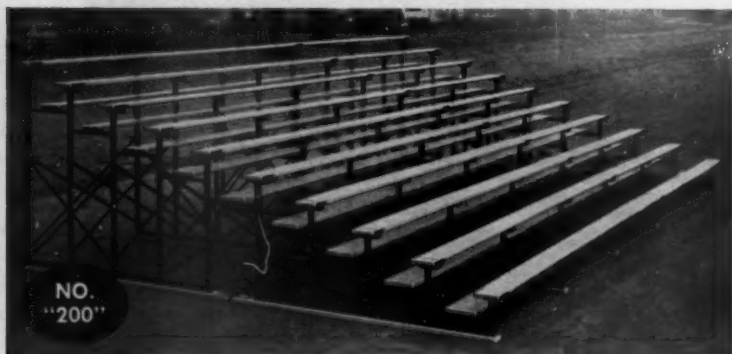
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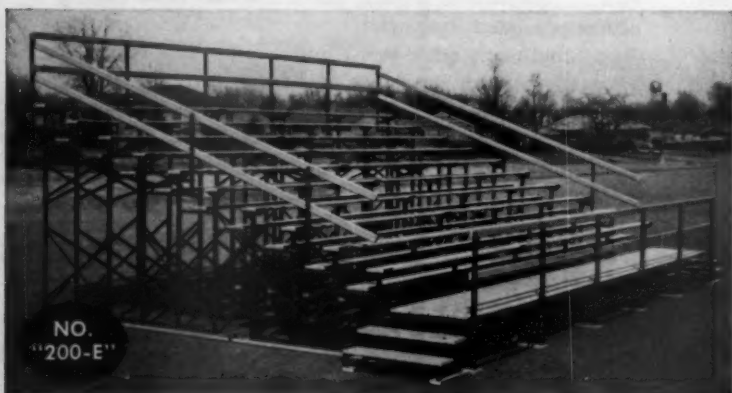
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Colorado's Sweep Attack

By EVERETT GRANDELIUS

Football Coach, University of Colorado

THE key to a successful running attack is the ability on the part of the players to keep pressure on the corner zone of the defense. At the University of Colorado we emphasize a combination of the sweeping game and the roll-out running pass. In order to complement both actions, and prevent defenses from overloading in pre-determined rotations, we counter with the threat of the bootleg pass or the counter run.

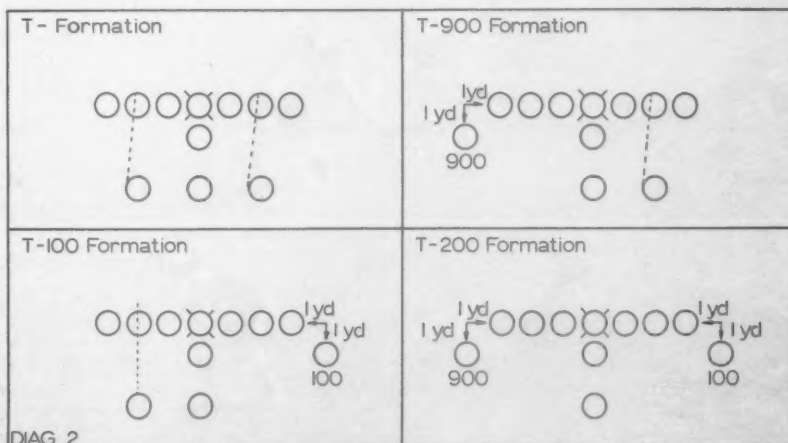
Before going into the details of this attack plan, we would like to explain briefly our general offensive system. We use the wing T identification system, numbering from right to left, 1 through 9 (Diagram 1).

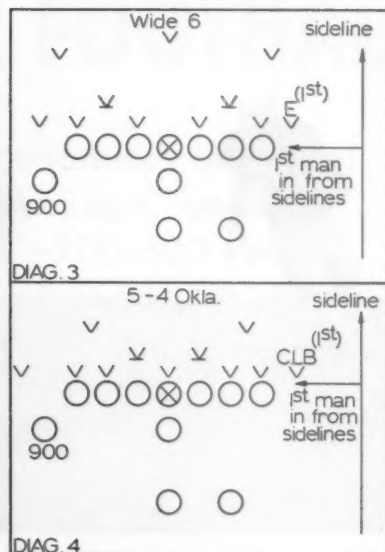
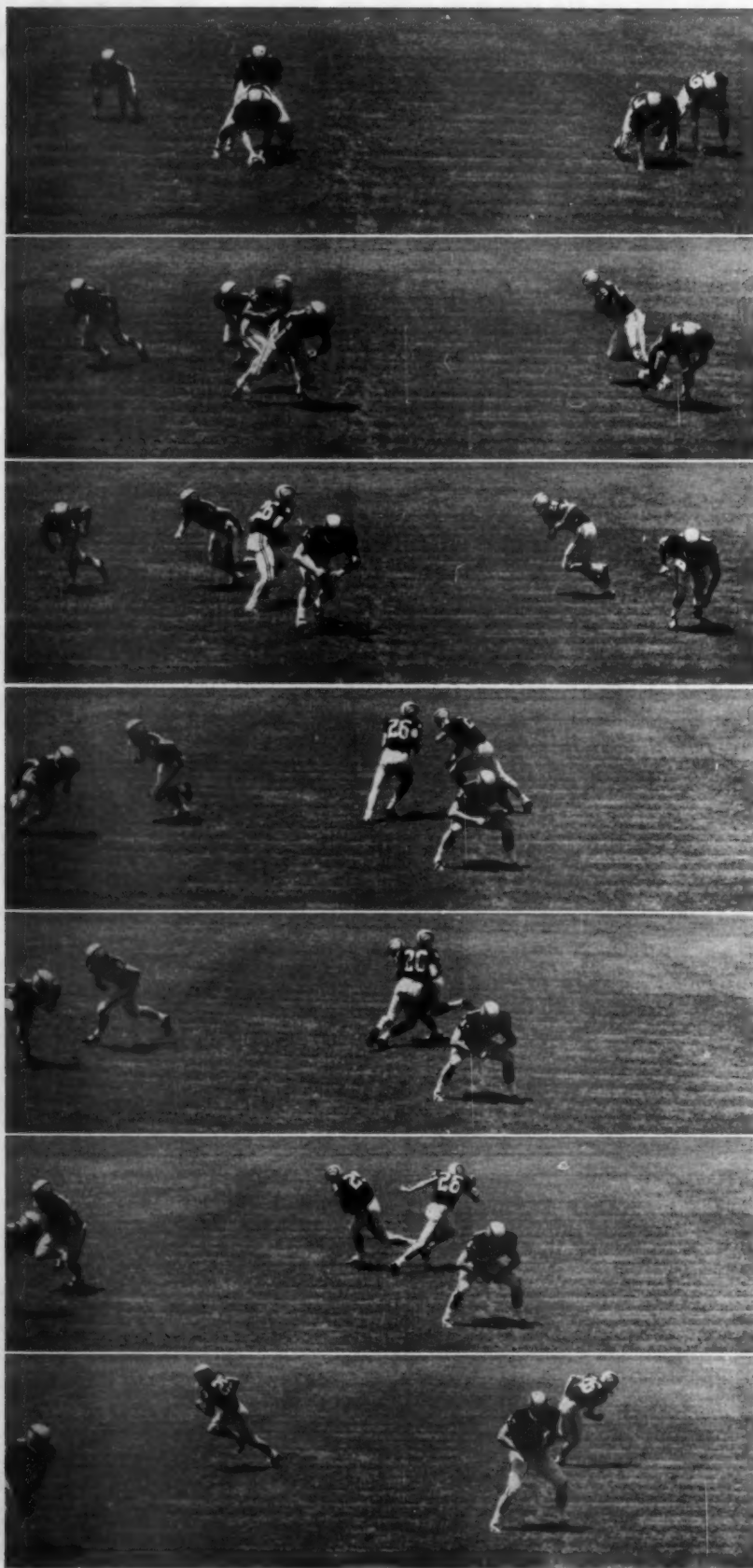


Our 1 and 9 zones extend from the outside shoulders of the respective ends to the sideline. The numbers of the players, from 2 through 8, are in direct relation to the holes, rules, and assign-

ments.

We classify our plays in series, numbers 10 through 90, using the three digit system. The first digit indicates the formation, the second one in com-





combination with the third gives the pattern and technique of the backs, while the third digit indicates the hole and assignment for the line.

All passes associated directly with the running game are identified by the same number but with a descriptive word and *pass* at the end.

We try to keep our offense diversified, using components of the wing, split, and drive T formations plus a very fine action and drop-back passing game. The four formations from which our players run and throw most of the time are shown in Diagram 2.

In the T formation, our halfbacks line up in a 3-point stance, three yards deep, splitting the outside leg of their respective tackles. The fullback is in a 3-point stance three and one-half yards deep and directly behind the center. Our quarterback uses a parallel stance up and under the center and is in a relaxed, comfortable position.

The 100 formation positions our right halfback as an up-wing at the 1 zone, approximately one yard out and one yard back from his end.

In the 900 formation, the left halfback is the up-wing at the 9 zone.

T-200 indicates that both halfbacks are at the up-wing position.

Other formations can be established simply by splitting the end to either side in combination with the up-wing. Thus, we are able to capitalize on variations, and present defensive problems to the opposition.

Our sweep attack and its companion plays are classified in the teen series.

Series A 911 Sweep



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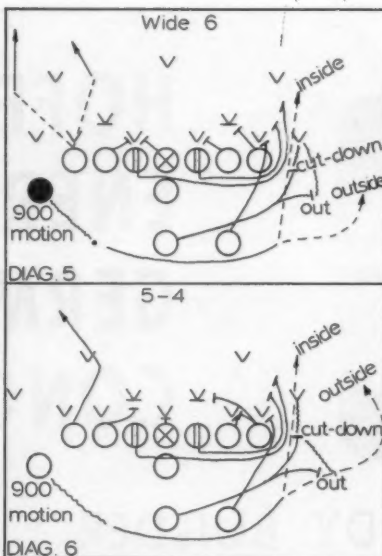
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The basic movement consists of the deep backs moving to the flank and the quarterback opening up with his back to the hole while handing off, faking or running a bootleg pattern.

For simplicity in explanation, we shall discuss, diagram, and illustrate only from the 900 formation against the wide-6 and 5-4 defenses.

Our sweep is designed to place pressure on an 8- or 9-man front.

In both defensive alignments, one defensive man at the corner man has outside responsibility. Against an 8-man front we concentrate entirely on placing pressure on the wide end, who, normally, is responsible for containment. Against a perimeter defense, the pressure is placed on the corner linebacker. In principle, the pressure is always applied to the first man in from the sidelines (Diagrams 3 and 4).

In either case, we work on the theory that the end or corner linebacker has only three choices of defensive play: (1) immediate force from a predetermined team or individual stunt; (2) force immediately upon recognizing the flow to his side; (3) contained position turning everything to his inside.

With this thought in mind, we run our 911 sweep (Series A) and Diagrams 5 and 6.

In the 911 sweep play, the right halfback is responsible for the man on or the first man outside of the No. 2 man. The right halfback must attack this man directly, turn him, and pin him to the inside of the line of scrimmage.

The fullback drives hard for the flat at an angle off the right halfback's route, blocking the first man who

shows. We try to have the fullback recognize the opposition's defense to determine as much as possible his assignment at the corner area. His blocking scheme is predicated upon the action of the flat. If a hard force shows, the fullback reacts immediately with a cut-down block. If a contained action shows, he reacts with an inside-out block to the sidelines. However, many times the running back will set up the defensive corner man with a finesse move either to the inside or outside, committing the defender to a pursuit move.

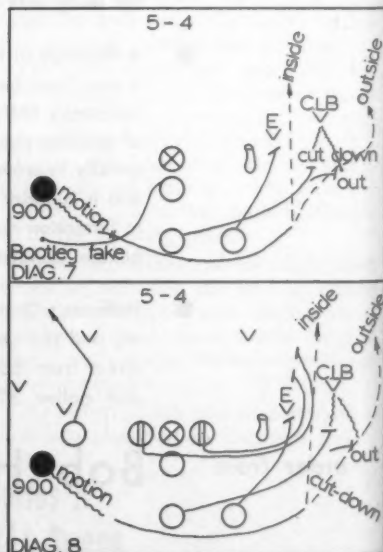
In either case, the fullback is responsible for making this play a success. He must be an excellent blocker.

The quarterback opens with his back to the hole, sprints straight back to the fullback area, makes his hand-off to the left halfback, and then fakes a bootleg to the 9 zone.

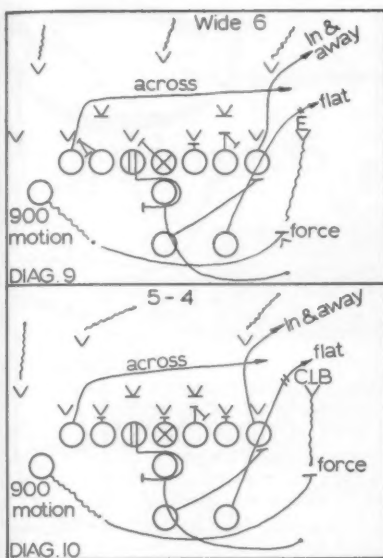
In his faking action, the quarterback clasps the wrist of his right hand, snapping it smartly to his side at the inside area of his left hip. This action forces a roll to his shoulder which in turn screens the sight of the ball to the 9

As All-American halfback at Michigan State, "Sonny" Grandelius set a rushing record of 1023 yards. Following service in the army during which he was decorated for bravery in the Korean campaign, Grandelius played one year with the New York Giants. In 1954 he returned to Michigan State as freshman coach, moving up to backfield coach the following year. He is starting his third season as head coach at Colorado.

zone area. This action must be done very sharply in order to make the play effective and the quarterback must



THE ATHLETIC JOURNAL



sprint to the 9 zone.

The left halfback, who is positioned at the up-wing in the 900 formation, goes into motion one count before the snap and must be in his regular position going at full speed when the ball is snapped. This gives him a quick start plus excellent momentum and speed toward the flank.

After taking the hand-off, he follows the fullback and keys his block at the corner zone. If a cut-down block develops, the left halfback cuts fast to the outside and turns up the field as soon as possible. If an inside-out block is made, he cuts up inside immediately, picking up seal blocks from his two pulling guards. The runner must always do his utmost to keep from running himself into the sidelines.

We teach our left halfback to make a finesse move either inside or out frequently. Very often this makes the defensive man commit himself, thus setting up the fullback's block.

It is vital to have two excellent guards who can pull with great quickness and speed to the flank and have the ability to seal inside by executing a shoulder block under full speed. It is also necessary for the 2, 3, 5, and 7 men to make good seal blocks, pinning their men at the line of scrimmage. If they do not, the play will be pursued heavily from the inside, thus decreasing the efficiency of the attack pattern.

Diagrams 7 and 8 show two important breakdown drills we use in teaching the sweep.

Drill 1 (Diagram 7) is designed for backs against a defensive end-corner linebacker setup. Emphasis is placed on the right halfback attacking the end directly and the fullback executing a correct block on the corner man, ac-

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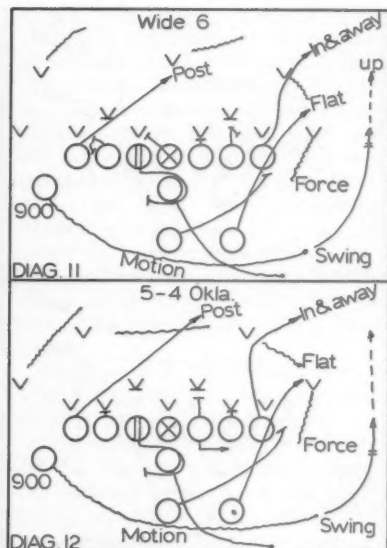
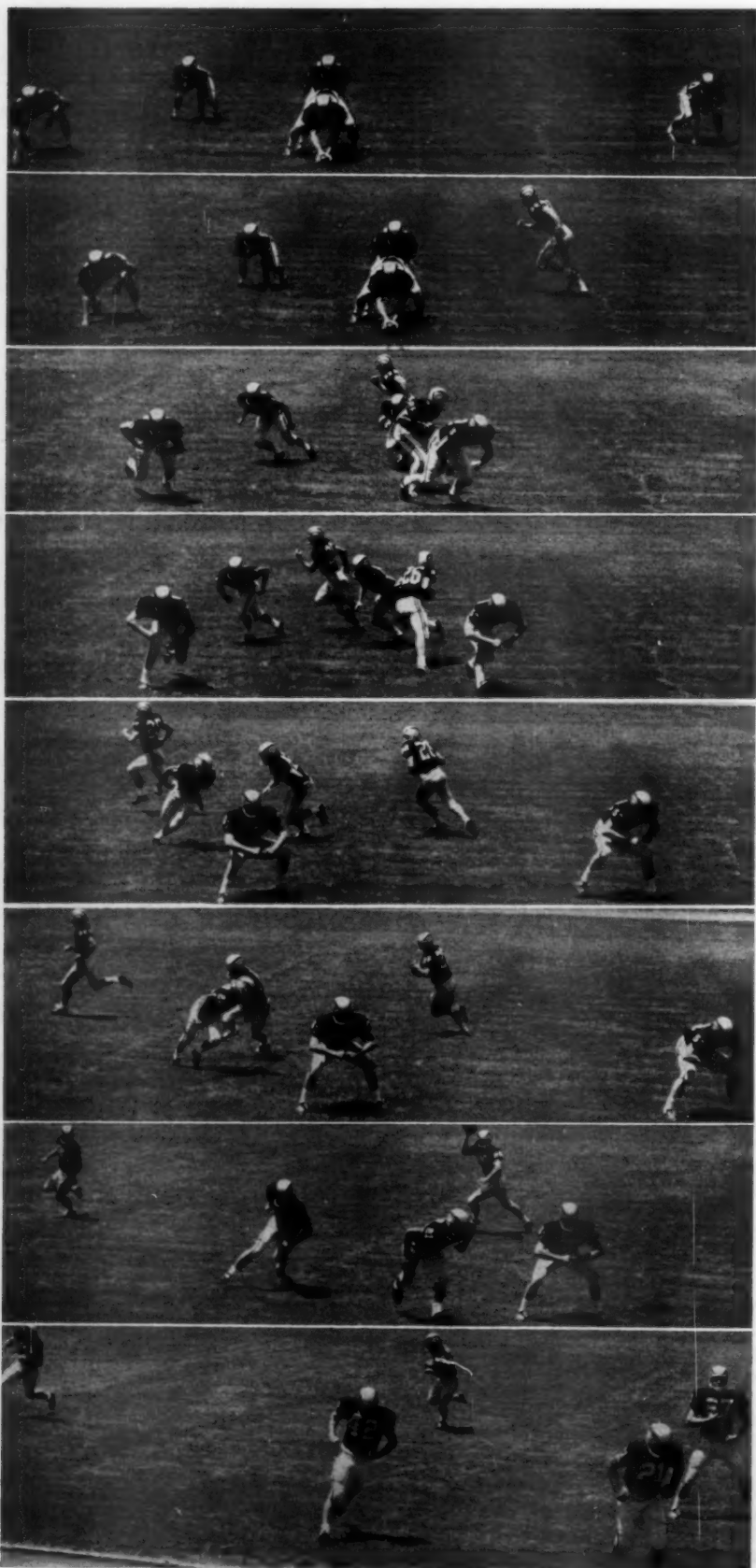
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cording to the latter's action. The left halfback works on his fly back, finesse moves, and also keys the fullback's block for a correct cut.

Drill 2 (Diagram 8) incorporates the two guards, bootleg end, and the offensive backs against a defensive setup of two ends and a full secondary. It involves the same teaching techniques for the backfield as used in Drill 1 with the added feature of the guards pulling and sealing. The threat of the bootleg pass is also present in this drill.

Both of these drills are used consistently in perfecting the sweep action. They enable the coaches to break down the basic techniques leading to and through the players' responsibility at the corner zone area.

In order to complement the sweep and keep constant pressure on the 1 zone, we throw several roll-out patterns at that area. They are designed specifically to attack certain defensive moves from the corner zone. The two most common defensive actions are the hard force and pre-determined rotation to the 900 formation.

If we are getting immediate force with normal secondary action and the defense is giving us the flat, our 911 roll-out pass is thrown immediately. In this pattern (Diagrams 9 and 10), the right end runs an in-and-away pattern deep with the left end running a crossing pattern about 8 yards deep. The right halfback drives through the outside hip of the No. 2 man, penetrating to a depth of 4 yards

(Continued on page 51)

Series B 911 Roll-Out Swing Pass

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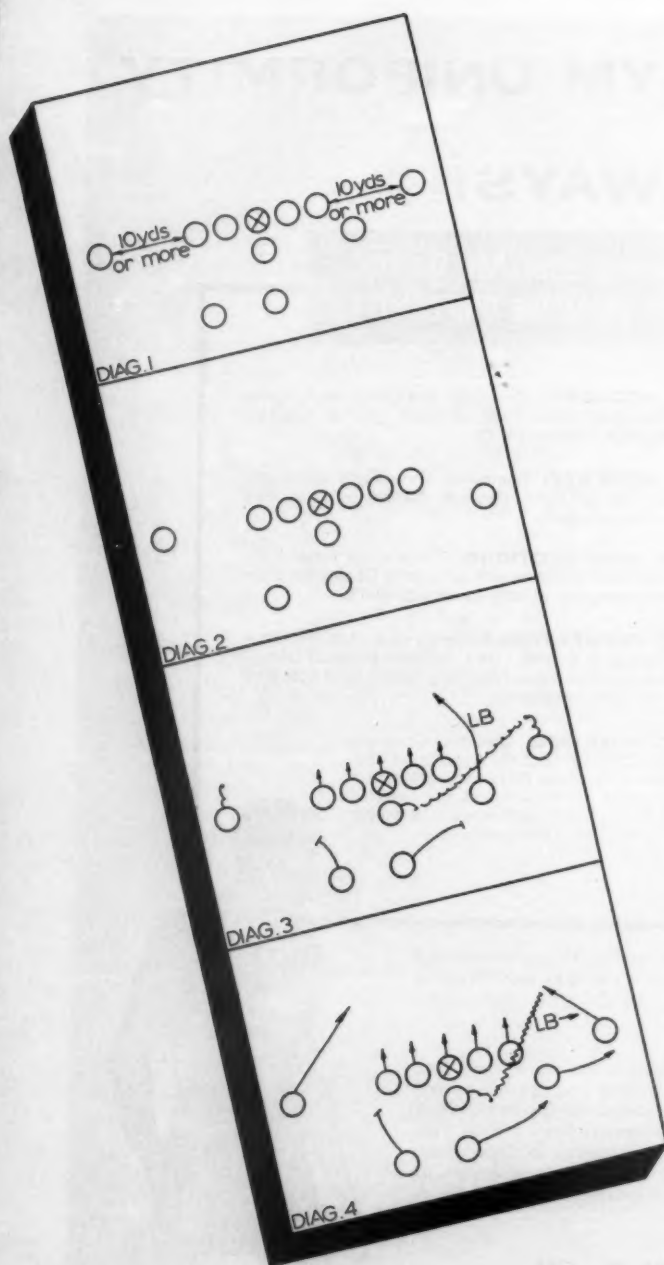
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THIS article will be devoted to a discussion of the principles of strategy that are necessary in operating the basic pro type formation. This formation involves open men to both sides (Diagrams 1 and 2).

The purpose of spreading the formation is: 1. To spread and isolate defensive halfbacks so they will need help from another defensive man, particularly on short passes. 2. To maneuver receivers into effective receiving areas faster.

As a result, protection time is reduced considerably, and the defense must move further and faster to defend the larger areas.

If a team does not have good passing and receiving, or is not willing to throw enough to cause the defense to adjust sufficiently, the use of this formation is not advisable. It is obvious that an offense cannot give up two blockers

Principles of Strategy for a Pro Type Offense

By PAT PEPLER

Assistant Football Coach, North Carolina State College, Raleigh, North Carolina

without requiring a sizable adjustment on the part of the defense.

A fairly quick-thinking and accurate short passer, a few good receivers, and the willingness to throw if the defense does not adjust are the basic requirements when considering the use of the pro type offense.

In order to arrive at a strategic plan of operation, it is necessary to analyze defenses in regard to personnel and alignment, and then apply the most effective offensive maneuvers to this analysis.

The material necessary in setting up a plan is derived from scouting information and game developments. When checking any position, individual ability should be the first consideration. Both sides of the formation should be checked in the same manner, but the flanker or slot side should be checked first.

Step 1. Check the outside linebacker. If he is less than halfway out toward the open man, the quick pass is indicated (Diagram 3). The defensive halfback will have to play both short and deep. If he is halfway, he is vulnerable either to a crack-back block by the open man, the diagonal pass (Diagram 4) or to the sideline pass, unless he widens rapidly (Diagram 5). If he is on or close to the open end, the running game to that side should have its best chance. The hook pass can still be thrown. This pass is good against most defenses, because the end will look for the open area between the outside and inside linebackers (Diagram 6).

Step 2. Check the defensive halfback. The amount of help in front of him is apparent. Consider that factor as the following points are checked: 1. How wide and deep is he playing? 2. Does he play his man tight or loose? 3. How close to the halfback is the safety? Is he on his side, in the middle or on the opposite side?

The general tendency in high school and college football is to give short passes and prevent long ones. This procedure usually implies help from linebackers on short passes.

In our opinion, the best short pass is the hook and flare (Diagram 6). It meets varying defensive setups well for

(Continued on page 78)



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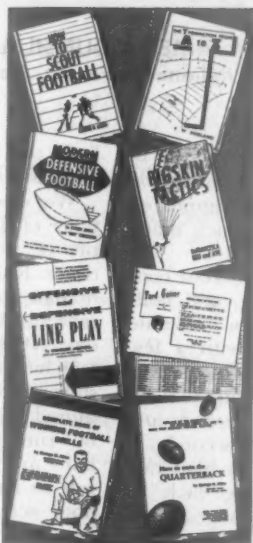
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Interval Training Applied to Swimming

By JAMES COUNSILMAN

Swimming Coach, Indiana University, Bloomington, Indiana

A great deal of the improvement in swimming times noticed during the past few years is due to an improved type of training program which many swimmers are using.

Formerly, a swimmer's workout consisted of swimming, kicking, and pulling many lengths at a slow or moderate pace, sometimes finishing with a few sprints.

Suppose Joe Smith is training to swim the 50-yard freestyle in 23 seconds and the 100-yard freestyle in 50 seconds. If he swims a mile at a slow or moderate pace, he will be swimming each 50 yards in around 40 seconds or slower and each 100 yards in 1:20. He is swimming at a speed only a little faster than half the speed he wants to swim in his races.

In order to investigate the logic of this type of workout, let us compare it with what is done in other sports and activities. Would a violin player practice Horace's staccato at half speed? Would a high jumper, who is training to jump seven feet, practice jumping to a height of three and a half to four feet? Would a pitcher practice his fast ball by throwing it at half speed? Would a runner training for a 200 meter dash go out and take long walks?

It becomes clear that the athlete or musician must practice the skill for which he is training at approximately the same speed he does the activity in competition.

The high jumper cannot jump seven feet every day in practice but he must practice at closer to that height than four feet, perhaps at the height of six or six and a half feet.

A very important principle of training for swimming is, that in order to achieve maximal performance, a swimmer must swim his practice lengths at or near to the pace he wants to swim in the race.

By swimming distance slowly, a swimmer may get in many lengths, and feel as though he is training very hard. He has the feeling of accomplishment when he can say, *I swam two miles today in workout.* Many swimmers be-

lieve that to swim faster they merely need to swim more miles per day.

We would like to stress the importance of the quality of the work. Quantity of work alone is of little significance. Roger Bannister became the first human to break four minutes in the mile run by training only 45 minutes a day. At the time he accomplished this feat he was serving his medical internship and could not afford the time required for long workouts. He trained by running everything he ran very hard and hurt himself every day. He ran so hard his lungs burned and his body ached. The quantity of the work he did was low, but the quality was high.

He trained as most track men train, by running many underdistance runs at a fast pace, and taking short periods of rest between each series of runs. By controlling the speed of these underdistance runs and controlling the short periods of rest between them, a track man can introduce progression into his workout.

Since the interval of rest between each run is controlled, we have the rather confusing term, *interval training.*

It is interesting to note that nearly all track men at the height of their training season do practically no overdistance time trials or overdistance runs in their training.

Many persons believe that only when swimmers swim slowly can they think of their strokes. If this were true in the case of a swimmer, he would indeed be lazy. The mind must be able to control the body, not only at slow speeds, but also at fast speeds.

Slow swimming can be harmful. There are many factors which vary when a person slows down his stroke. He can actually practice improper mechanics due to the variation in the following factors:

1. The effect of gravity and centrifugal force upon the recovering arm frequently causes the swimmer to vary his recovery during slow swimming.

2. As the swimmer travels at higher

(Continued on page 80)

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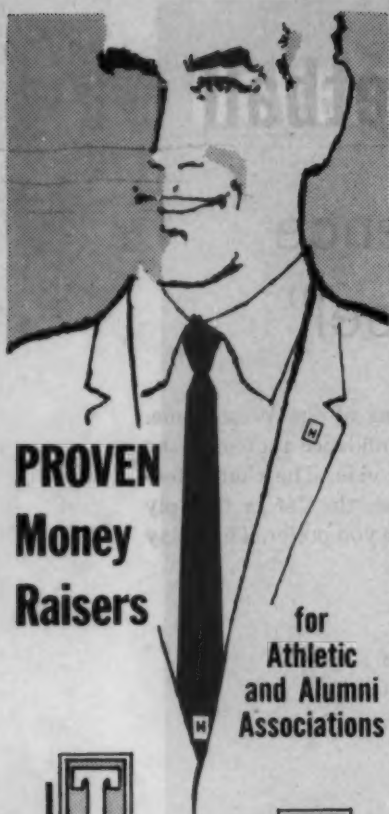
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Offensive Counter Measures for the Stunting Defense

By **BILL WALSH**

Assistant Football Coach, University of California, Berkeley, California

A 1954 graduate of San Jose State, Bill Walsh served for two years as an assistant at his alma mater. One year as head coach at Fremont, California, High School preceded his joining the staff at California. He authored an article on the assets and liabilities of defensive stunting for our October issue of a year ago.

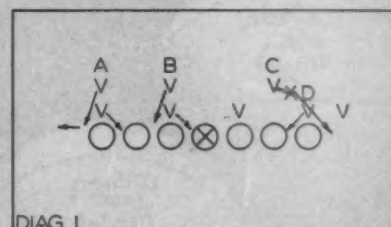
OUR article, *Defensive Stunting: Its Assets and Liabilities*, appeared in the October 1960 issue of the *Athletic Journal*. As a follow-up to that article, we shall discuss the important and difficult task of opposing these stunts effectively through the use of certain fundamental offensive principles. A possible trend might be noted in the use of the basic wide-tackle six defense with varied stunts by a number of college football teams. It is not unreasonable to project this stunting six into a national trend at both the high school and college levels. Consequently, offensive knowledge of stunting strengths, weaknesses, and strategy becomes extremely valuable.

Inasmuch as stunting has been utilized to a reasonably large extent over a number of years, tactics have been developed which take advantage of, or best counteract this defensive mechanism. Some of these tactics can be termed as general rules to follow in meeting a stunting defense; others can serve as possible considerations that may be effective in given situations. Of course, the most important factor when meeting stunting defenses is the ability of the offensive players to diagnose intentions of the defense, if possible, before the ball is put into play. With this knowledge much of the confusion that could occur can be eliminated. If the blocking system can be adjusted before it begins to operate, then certainly it has a better chance of being successful.

Certainly one consideration in the preparation for meeting stunts is knowledge of the opponent. Such things as past performances and coaching tendencies should be considered. If the opposing team has shown certain tactics

previously, they may be evident again. And, if the opposing team has displayed varying defenses or has shown attempts to catch opponents unprepared, the players can be expected to employ the same style of play. Also, if the opposing team is clearly outmanned or is meeting an offense that tends to be vulnerable to stunting, they surely can be expected to utilize it.

Diagnosing the defensive intent, or possible intent, at the line of scrimmage is particularly important. Certain defensive alignments can be considered to be more stunt prone than others. Any alignment that features one defender stationed directly behind another certainly has stunt potentialities.



DIAG. 1

Diagram 1 shows possible stunt intentions. Notice the position of defenders A and B, and the potential of a unit action between defenders C and D. If the linebackers move to positions that show stunt potential as defender C does, a possible stunt is indicated; if any unorthodox position is taken by a linebacker, immediate consideration is warranted.

Any leaning or visual intent that is shown must be considered. If any defender favors either side of this normal position, especially if large line splits are used, he may be indicating something. One of the most important diagnosing tools is noting the distance defensive linemen are located off the ball.

In order to stunt effectively, especially with the loop maneuver, defenders need an area in which to operate before blockers can make contact. From two to three feet off the scrimmage line

(Continued on page 88)



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The "Bear" Comes to High School

By **BOB TROPPMANN**

Football Coach, Redwood High School, Larkspur, California

THE famous Paul "Bear" Bryant, rebuilders of college football teams, developed the offense-minded defense which is the most progressive innovation in football in a number of years. We have adopted and adapted his philosophy for use at the high school level.

In our ten years as a head coach in high schools, we have used just about every type of defensive call. They have ranged from the 6-2, 7-1, and 5-3 to the Blue Eagle, Golden Eagle, Syracuse Six, the tight six, the wide tackle six, etc. Now, with "Bear" Bryant's terminology, we can call any defense by using a simplified numbering system. *The Defensive Numbering System*

Each defensive position is numbered as shown in Diagram 1.

One advantage of this numbering system is that players are able to go into various defensive positions with a minimum of confusion. It is easier to coach, because a defensive man can be told to play a 5 position or a 6 position rather than being instructed to play in the gap or head-up, etc. In order to make this system easier to master, the even positions are on the head and the odd positions are in the gap. Thus, the guesswork is removed from defensive play.

Techniques

Each position has a technique. When a player is in the 5 position he plays a

5 technique, and has certain responsibilities. If he plays in the 4 position, he uses a 4 technique. One advantage is that the coach can send a player in and tell him to play one of the techniques and there is no question in the player's mind as to what he is supposed to do. Another advantage is that a linebacker can be told to move one of his men to a certain technique without any confusion.

Coaching is made easier. For example, in practice organization the coach can work on certain techniques rather than tell a player to line up here or there. In setting up a defensive team, he can call any situation he wants.

O Technique

Position: A three-point stance should be used. The defensive player should be head-up on the center. On short yardage situations he will play on the line of scrimmage, while on long yardage situations he should play up to a yard off the line.

Responsibilities: 1. On the snap, he should use a forearm lift and control the center. 2. This defensive man is responsible for both gaps. If the ball moves to either side, he should pursue along the line of scrimmage. 3. On a drop-back pass, he should look for the draw play and then rush the passer. 4. The running pass should be played the same as the run.

1. Technique

Position: Three-point stance. The defensive man should be in the gap between the center and the guard. On the snap, he should charge the center and play pressure. If both guards are in the 1 position, only one should charge the center.

Responsibilities: 1. Look for the trap. If the play moves away from the player, he should pursue. 2. On the drop-back pass, he should look for the draw play, and then rush the passer from the outside. 3. The running pass should be played the same as a run.

2 Technique

Position: The defensive man should be head-up on the guard. If the guard splits, he should stay in front of the guard until he feels he can move back to the inside and beat him across. On the snap, he should charge the guard and play pressure. A forearm lift should be used to control the offensive guard. The defensive man should play soft and pursue along the line.

Responsibilities: 1. Look for the trap. If the guard pulls, look first to the inside for the trap and then play the pressure. 2. On a drop-back pass, look for the draw play, and then rush the passer from the inside. 3. Play a running pass the same as a running play. 4. If the ball moves away from him, the defensive player should control his man and then pursue along the line of scrimmage.

3 Technique

Position: Three-point stance in the gap between the guard and tackle. The defensive player should be one foot off the ball. On the snap, play the tackle with a forearm lift and look to the inside. Play the pressure.

Responsibilities: 1. On a drop-back pass, rush the passer from the inside out. 2. Watch for the trap. 3. If the ball moves away from him, the defensive man should pursue along the line of scrimmage. 4. Play the running pass the same as a running play.

4 Technique

Position: Three-point stance. The defensive man should be head-up on the tackle and one yard off the ball. On the snap, he should use a forearm lift and control the tackle.

Responsibilities: 1. If the play comes

(Continued on page 34)





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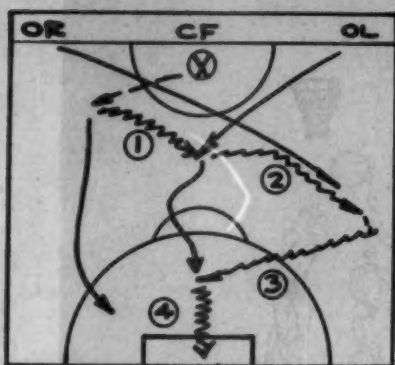
Drills for Attack Soccer

By MELVIN R. SCHMID

Associate Professor, Trenton State College, Trenton, New Jersey
and

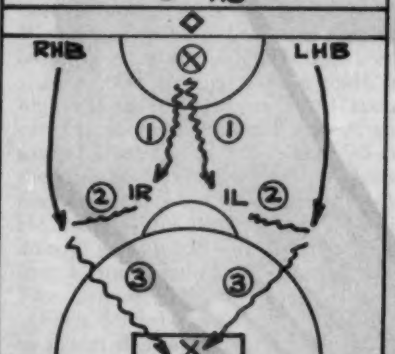
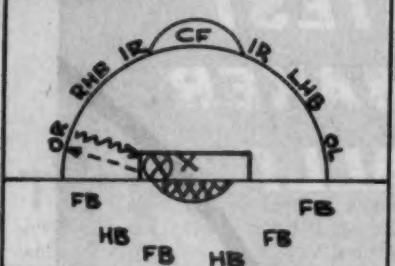
JOHN L. McKEON

Soccer Coach, University of Bridgeport, Bridgeport, Connecticut

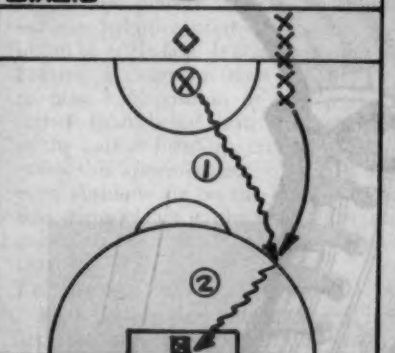


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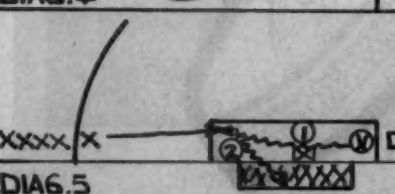
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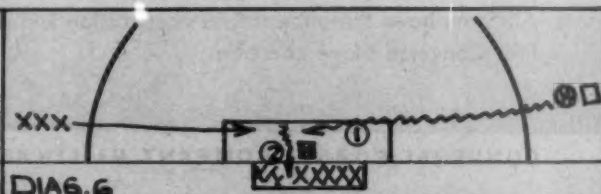
DIA6.3



DIA6.4



DIA6.5



DIA6.6

"COACH! Don't you have some drills I could use to teach that system?" This question arises at every coaching clinic, and if we were to tabulate all requests received from other coaches, we would probably find that this one leads all others.

We have had the opportunity to participate in many clinics, ranging all over the New England and Middle Atlantic states, and have found that the question and answer part of the program has always been the highlight of every session.

In view of the constant demand, we have prepared our favorite offensive attack drills. They are not necessarily the best, nor are they panaceas to be used in place of sound instruction in fundamental skills. However, they have passed the test of time and have proved to be very successful in our programs.

These drills are composites of drills from many sources — some original, some modified to meet our needs and interests, and some combined to develop the skills we feel are important to our systems of play.

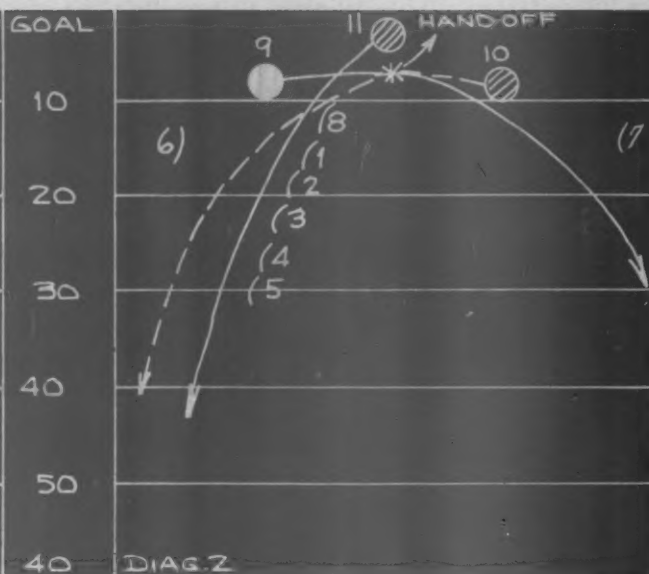
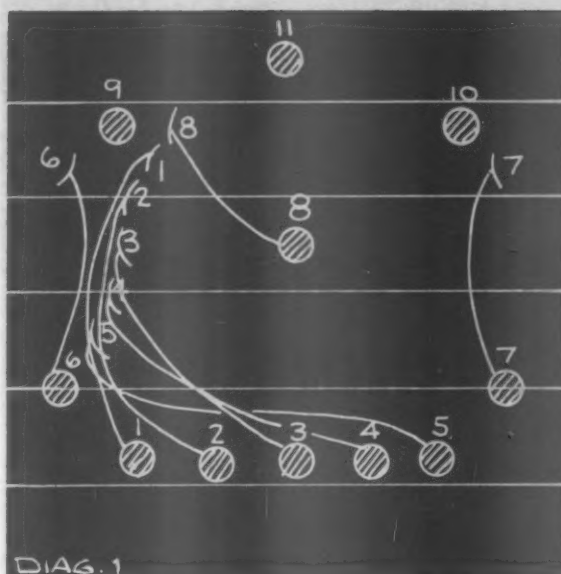
Our offensive switching drill (Diagram 1) is used to develop the most recent trend in offensive attack, the switching style of offense. Switching means that the offensive line of attack may assume any position it desires. If an individual offensive player decides to move into another position on attack, this is his new position and his vacated position will be taken over by another teammate on the offensive line. As an example, a center forward moves into the outside right position to re-

ceive a pass. He now becomes the outside right. As the outside right, he may move into the center forward position to cover the area. The purpose of this type of offense is to open up the defense, make defensive soccer more difficult, and create an attack that is devastating in its scoring ability. The drill tends to show the individual how he can assume the responsibilities inherent in switching.

Position. Three offensive linemen will vie with two defensive backs plus a goaltender. At the half-field line, the offensive linemen start the offense in a set pattern. On the first few attacks the defensive men should remain stationary and allow the offense to follow the pattern. As the pattern and communications are established, the defense should be allowed to meet them. The coach should allow his players to move in as many different combinations as desired, but should make sure the combinations are ones which will be used in a regular contest.

Description. The drill begins with the center forward dribbling out toward the sideline and assuming the right wing's position. He dribbles around the defender, and then passes the ball to his outside left. The outside left has moved over into the center forward's position to receive the pass and thus has assumed his duties. This is the first switch. Then the outside left passes to the outside right who has run behind the passer to the left wing position. Thus the outside right has become the outside left by means of

(Continued on page 61)



Planned Attack for Kick-off Returns

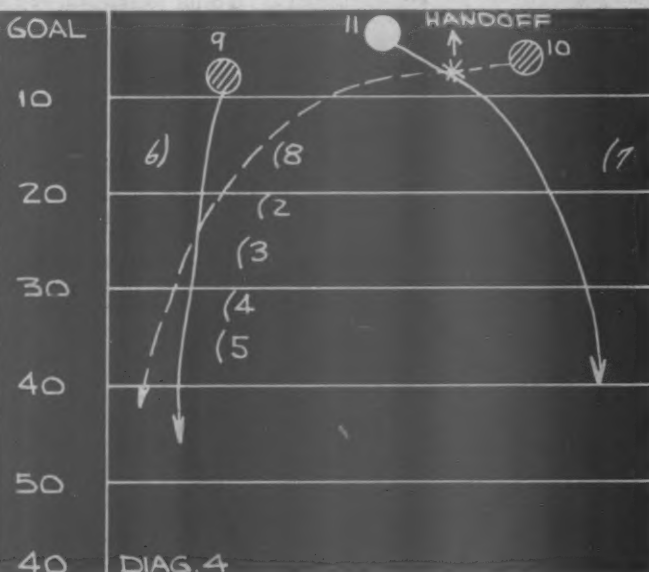
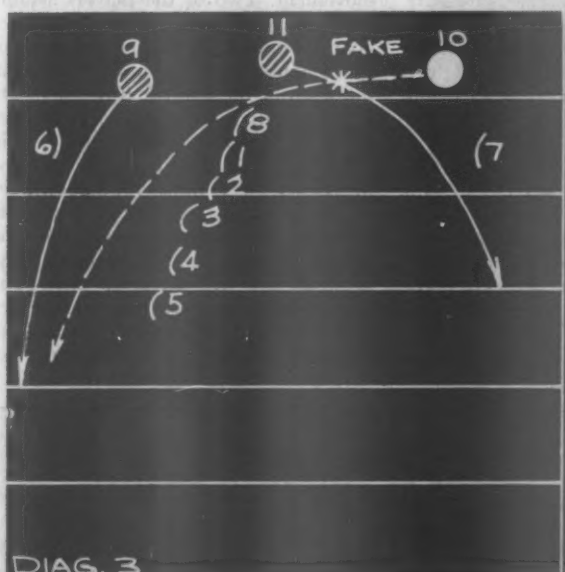
DURING the past six years the football teams at Plymouth High School have been successful in returning kick-offs for touchdowns. These returns are stressed in our practice sessions, because we feel it is one of the simplest ways to score a touchdown and nothing can demoralize a team more than having the opening kick-off run back for a touchdown. Team confi-

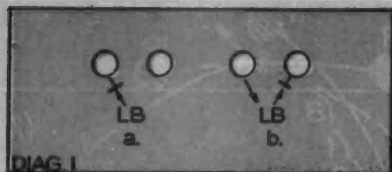
By **LEW PETIT**
Bettsville, Ohio, High School

dence is increased when players realize that if a team scores against them, they can nullify the gain by scoring on the next play. Also, while working on kick-off returns, six different phases of the game can be practiced at once. For example, the boys get plenty of run-

ning, practice blocking, receive tackling practice, are able to practice running with the kicker, fighting blocks, and also give the place kicker actual game condition kick-offs. This drill also permits entire squad participation by alternating groups after each kick-off return. As a rule, this drill is used at the end of practice.

(Continued on page 58)



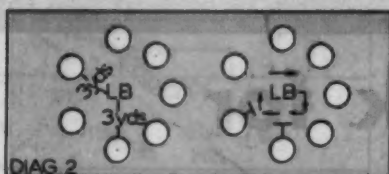


DIAG 1

Training of the Specialists —The Linebackers

By JOHN A. SOWINSKI

Assistant Football Coach, Springfield, Illinois, High School



DIAG 2

COACHING, whether it is at the high school or college level, is a race against time. In this day of specialization, individual training by position is necessary in order to have a complete and functional defense. Defense wins games. It is a fact that a team has more opportunities to score while playing defense, and if the players are able to prevent the opponent from scoring, they cannot lose. The team may tie, but it will not lose.

Although offenses have become simple in their basic patterns, they have also become complicated as a result of the many offensive breaks a team can and does use. For example, a team using an outside belly series can use this basic series with a balanced, unbalanced, Army, slot or wing formation without altering the basic backfield series. Unfortunately for the defense, the various line and backfield sets do not alter the basic pattern of an offensive series, but do strengthen the blocking at certain points and create new passing problems. Therefore, in order to meet strength with strength, the defense must make adjustments or be at the mercy of the offense.

Teaching defense presents many problems, but they can be overcome through systematic coaching. Coaches should begin at the most fundamental base — tackling, which is the heart of any good defense. If tackling is the heart of a good defense, then the best tacklers should be placed at the most important defensive positions. In our

opinion, the linebackers have the most important positions. Opportunities for training by the part method are limited, but training by the whole method provides ample tackling opportunities both in dummy and live scrimmage situations. Naturally, the whole method receives a more prominent position in the organization of the practice schedule, because coaches are concerned not only with individual performances, but with performance by the team.

A convenient time must be set aside for individual teaching of certain necessary techniques. We use the time before and after practice for this teaching. It is not advisable to have one coach work with ten specialists and allow twenty-five linemen to stand idle. We have one coach work with the backs and ends on some aspect of the passing game. The tackles and guards who do not have any specialized pre-practice drills to run will run a series of agility drills. Since we do not have a third varsity coach, the captain of the linemen is asked to run the agility drills before practice. This opportunity to lead agility drills provides good training in leadership. Also, the linemen seem to respond more cooperatively to the demands of a teammate rather than to a coach in these drills. The captain is filled in on what drills to use and how they operate at a special meeting which may be held before practice. We want our defensive linebackers to be agile, able to tackle, resist pressure, and to read the defensive keys. These four

points are accomplished by drilling, lecturing on the field as well as off, and then testing in scrimmage situations, both dummy and live.

The linebackers are told that they should be the first players on the field. They are also told that if the team is going to play a functional defense, coaching must start with the linebackers. The importance of this position and proper execution of the drills are emphasized. They are also told at which section of the field to report and what equipment to bring with them. The captain of the linebackers runs the warm-up drills until a coach arrives. He gives the boys some stretching exercises to loosen them up. Although we would like to keep this session purely a learning period, some light hitting drills are used every day.

The triangle drill (Diagram 1) is used to teach a coordinated arm, foot movement. Two of the players assume an offensive position about a yard apart. Then a linebacker assumes his fundamental position, a yard away in the seam of the two offensive men. On a given signal, which is vocal, one of the offensive players takes one step in the direction of the linebacker, and the linebacker meets him with a coordinated move of his near foot and arm. After the first offensive man releases on the second vocal sound, the other player steps into the defensive man. The linebacker, in between hits, must return to the fundamental hitting position and be ready to react, using the same co-



DIAG 3

John Sowinski graduated from Eastern Illinois State College and all of his coaching career has been at Springfield High School. In addition to his line coaching duties, he is assistant basketball coach. A year ago he authored an article entitled "Training the Secondary."

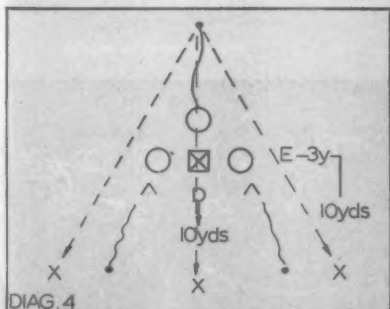
ordinated movement with each hit. After the initial learning period, the speed of this drill can be stepped up so it will be hit, hit, etc.

Another hitting drill is the circle drill (Diagram 2). Seven players form a circle and each man is not more than three yards away from the center. A linebacker is placed in the center. He begins in a fundamental linebacker's position, hopping about in quarter circles. The coach will call out the name of the players in the circle and this player will charge out at the linebacker. Then the linebacker must meet him with the previously mentioned coordinated movement. Now, the blocker does not unload on the linebacker. This is a very important teaching point. If the players start to hit too hard before regular practice starts, the young men will soon find something else to do.

Two drills which are necessary, especially in pre-season practice, are the linebacker's mirror drill and the in-between drill. In the linebacker's mirror drill, we start with an offensive center, two guards, and a quarterback (Diagram 3). The linebackers assume their proper stance on the outside half of the defensive guards they are covering. A stand-up dummy is also placed in front of the center. Then the guards and center execute the basic blocks used by our opponents. The linebackers react to the pulls, fire-outs, double-teams, pass blocking, etc. This drill is used each day and is our basic keying drill.

Our in-between drill is also used daily in the pre-season workouts. The purpose of this drill is to teach the linebackers how to get back to protect the hook spots on a pass play. The setup is the same one used in the mirror drill; however, three men are placed downfield. One is directly in front of the

(Continued on page 84)



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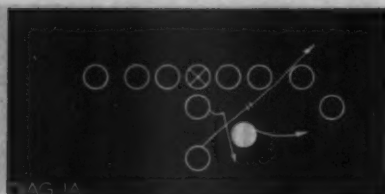
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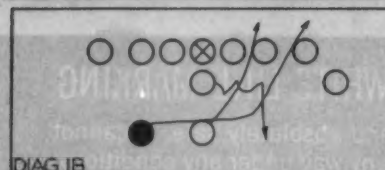


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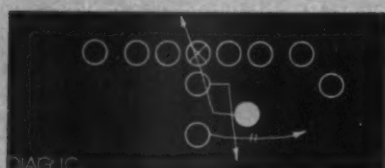
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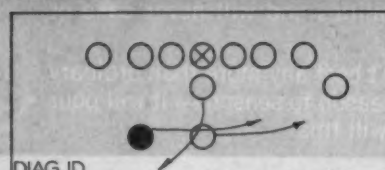
DIAG 1A



DIAG 1B



DIAG 1C



DIAG 1D

Weak-Side Attack from the Winged T

By HARRY T. GAMBLE

Football Coach, Audubon, New Jersey, High School

For the past six years we have used the pro-type winged T attack as our basic offense. During this time the bread and butter plays of our teams have been the quick toss and fullback off-tackle plays, the inside belly or ride series, the quick trap with the fullback pitch-out play, and the halfback power sweep (Diagrams 1A, 1B, 1C, and 1D).

As shown in the diagrams, these plays are run to the side of the flanker. Consequently, after the team had been scouted several times, most of the opponents were attempting to slow down or stop our offense by using some type of overshifted defense. When this type of defense was used against us for the first time it created quite a problem, and even though we had various plays which were run away from the flanker, the team did not have a solid weak-side attack. Since that time several methods of combating the overshift have been developed. In fact, we would prefer to have our opponents use some type of overshift while they are on defense.

Our weak-side attack includes formation variations as well as certain run and pass plays. The sum total of these techniques would be too many to describe in one article. Consequently, we shall limit the discussion to what we consider to be our three best running plays against overshifted defensive formations as well as those defenses

which are designed to key on the movement or flow of the offensive backs.

These plays have two characteristics which are similar. First, they all originate from a flanker formation; second, each has a key back or backs moving toward the flanker. At this point the similarity ends.

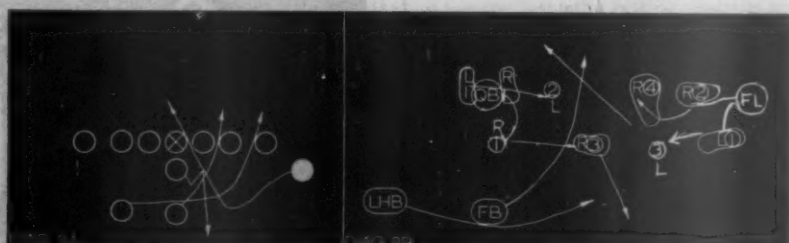
Each of the plays is designed to strike at an area which we feel will be weakened by either an overshift or by defensive movement with the flow of the key backs. Although all three areas are rarely left vulnerable by an overshift or keying movement on the part of the defense, generally one or two of the three can be and are exploited. As the defense attempts to compensate for the new-found weakness, the players are usually required to balance their defensive alignment thus giving us the advantage back to the flanker side. If they remain in the overshift but attempt to close the gap at the area that is being exploited, a weakness which

can be hit generally appears at one of the other two lanes.

If the defensive alignment being used by the opponent is such that a single linebacker is placed opposite our center in the overshift with or without a man over the center on the line of scrimmage, then our team attempts the ride fake trap.

If we feel that a particular linebacker, regardless of his inside position, is reacting to our fakes, our quarterbacks are told that the ride fake trap is a good call. Of course, the aggressiveness of the defensive lineman who is to be trapped is important and must be considered. Actually, this play can be run effectively against a balanced defensive alignment as well as an overshift. In one of our games the ball-handling was so deceptive that an official mentioned he had almost nullified a 60-yard touchdown run developing from this play because he almost blew

(Continued on page 74)



DIAG 1E

"PRO" Basketball Players Agree On TOP NOTCH *FLASH* BASKETBALL SHOES



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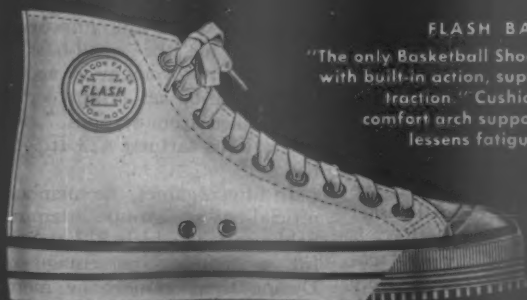
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To Improve Shooting Accuracy, Practice at Small Baskets

By DR. LOUIS B. ALLEY

Head Department of Physical Education for Men, University of Iowa
and

PAUL M. MAASKE

Basketball Coach, Cornell College, Mount Vernon, Iowa

TO the quail hunter who suddenly shifts to hunting pheasants, the task of hitting the pheasant seems ridiculously easy. The repeated practice at the small target afforded by the quail causes the hunter to regard the pheasant as a looming, slow-moving target. Similarly, the threading of a large darning needle presents no problem to the housewife who is adept at threading a small sewing needle. Such observations as these led to an experiment in basketball that was designed to determine the effect of practice in shooting at small baskets on the accuracy in shooting at official baskets.

The subjects for the experiment were the members (26) of the freshman basketball squads of 1958-59 and 1959-60 at Cornell College, Mount Vernon, Iowa.

At the beginning of each season, the players were given a shooting test in which each player attempted at an official basket 50 field goals from each of nine shooting stations; a total of 450 attempts. The nine shooting stations were located on the court as shown in the accompanying diagram.

On the basis of the scores made on the shooting test, the players were then divided into two matched groups; the small-basket group and the large-basket group. Daily, throughout the basketball season, the small-basket group practiced shooting at small baskets which differed from official baskets only in that the small baskets were 15 inches in diameter rather than 18 inches; and the official-basket group practiced shooting at official baskets. During each session at which basket shooting was practiced, the players were allowed

twenty to twenty-five minutes in which to practice the shots of their choice with the stipulation that the types of shots practiced were to be the types of shots that were to be used in the games. Additional time was devoted to simple lay-up drills, games of twenty-one, and seven spots. The small-basket group and the official-basket group engaged in the shooting practice simultaneously, the small-basket group shooting at the 15-inch baskets and the official-basket group shooting at official baskets.

At the end of each of the two seasons, the players in both groups were again given the shooting test in which each player attempted at an official basket 50 field goals from each of the nine shooting stations. Throughout each season, a record of the shots (field goals and free throws) attempted and the shots made in all practice and inter-

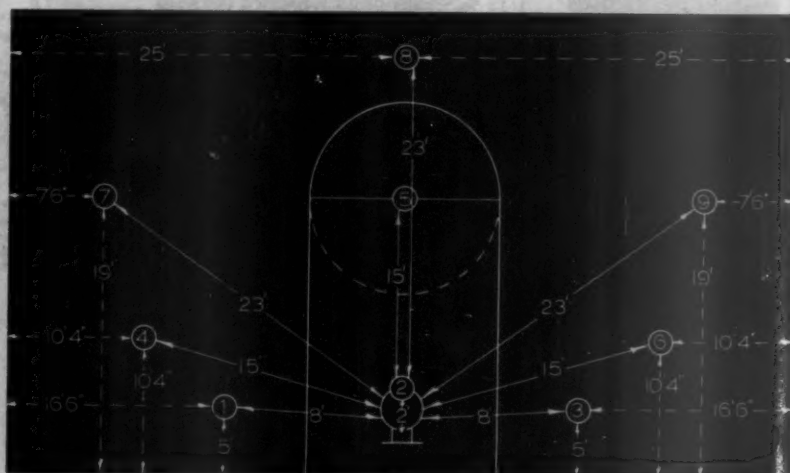
school games was kept for each player.

For the official-basket group, the means of the baskets made on the initial and the final shooting tests were 224.46 and 239.85 respectively, a mean gain of 15.39 baskets per player. For the small-basket group, the means of the baskets made on the initial and the final shooting tests were 227.30 and 253.15 respectively, a mean gain of 25.85 baskets per player. According to the Fisher *t* test for small related samples, both groups made significant gains ($P=.01$) in shooting accuracy as measured by the shooting tests.

To determine whether one group gained significantly more than the other, the analysis of co-variance technique was applied to the total scores made by each group on the initial and the final shooting tests. This analysis showed that the improvement in shooting accuracy for the small-basket group was significantly greater ($P=.05$) than the improvement in shooting accuracy for the official-basket group. Further analysis of the scores made by the two groups at the various shooting stations showed that the greatest difference between the improvement in accuracy for the small-basket group and the improvement in accuracy for the official-basket group occurred on shots taken from stations 7, 8, and 9, the stations farthest (23 ft.) from the basket.

In fifteen games, the members of the official-basket group attempted 693 field goals of which 217 were successful, a shooting percentage of 31.3. During these games, the members of the small-basket group attempted 622 field goals of which 270 were successful, a shooting percentage of 43.4. The members of the official-basket group attempted 171 free throws of which 103 were successful (60.3%); and the

(Concluded on page 71)



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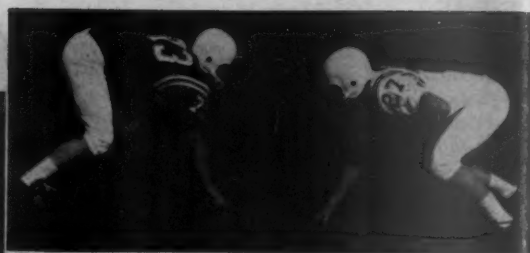
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Defensive End Play

By NOAH ALLEN

Football Coach, Pacific University, Forest Grove, Oregon



DEFENSIVE fundamentals for the ends are as important as offensive fundamentals and must be planned and practiced with equal vigor and enthusiasm. Some of the fundamentals that tight defensive ends are often called upon to execute will not be discussed in this article.

1. Stance:

- A. A three-point stance with the outside foot up in a heel-toe alignment should be used.
- B. The end's feet must be spread at least hip width.
- C. His back should be parallel with the ground, his head must be up, and eyes open.
- D. Body weight should be almost evenly distributed on the hands and feet with slightly more weight on the feet.
- E. The offensive end should be shaded outside if he is in normal alignment.
- F. He should line up at least 18 inches off the line to allow a little more time for a diagnosis of the play.

2. Delaying Techniques:

- A. An offensive end must be hit hard every time he attempts to come off the line. Thus, he will be kept off the linebackers as well as prevented from getting downfield for blocking or receiving purposes.
- B. The defensive end's first step should be with his inside foot,

directly at the offensive end. His outside leg must be kept back to prevent the offense from hooking him in.

- C. As he completes the first step with his inside foot, he should deliver a blow with a good solid arm-lift using his inside arm. He must get his forearm and shoulder under the opponent's shoulder so he can straighten him up.

3. Counter Movements for Basic Blocks:

A. Traps and Cross-Blocks:

- (1) Stay on the line — do not penetrate.
- (2) When the offensive end blocks in, slide with him one step.
- (3) The end should find the halfback on his side. If he is not blocking, the end should look to the inside because a trap or cross-block is probably coming.
- (4) When the end finds the blocker, he should fire into him with a solid forearm lift using his outside arm.
- (5) The end must get under the blocker's arms and shoulders so he can straighten him up. As soon as he is straightened up, then the end should release and find the ball.
- (6) If the blocker gets down on all fours, smother him right in the hole, and

Defensive Charge

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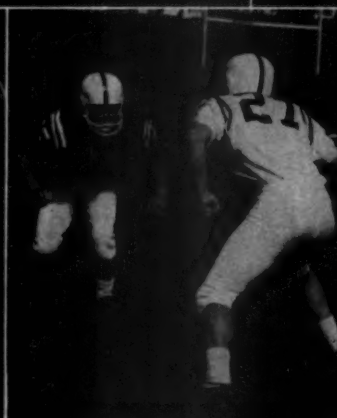
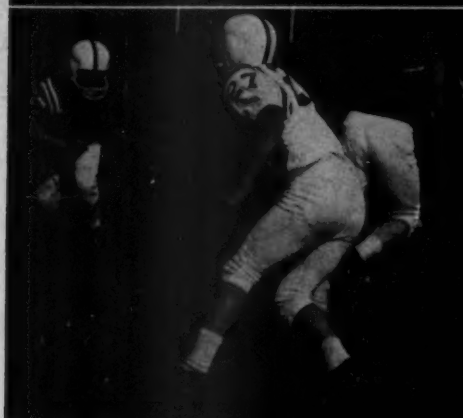
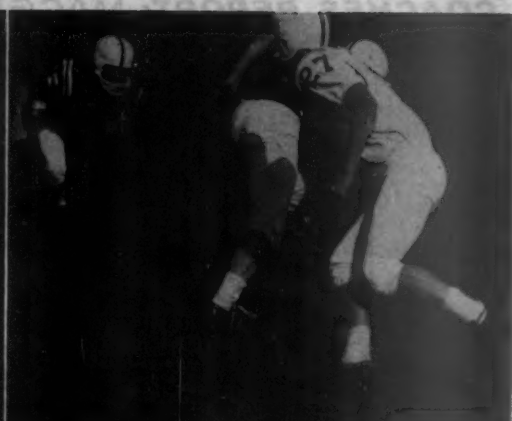


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Playing the Trap

then get up and make the tackle.

- (7) If the blocker should get a block on the end before he can react, the end should roll around his head back into the hole.

B. The Halfback's Block:

(1) In

- a. Stay on the line — do not penetrate.
- b. After delaying the end, find the near halfback. If he is attempting to block in, the defensive

end should meet him on the line with a whole-arm lift. He should keep his elbow straight and the palm of his hand inward.

- c. He should use his inside arm and bring it up under the halfback's outside arm vigorously. As the blow is delivered, the defensive end should step by the back with his inside foot.

- d. As soon as the halfback is defeated and the end is clear, he should square up with the line of scrimmage so he can find the ball and make the tackle.

(2) Out:

- a. The defensive end should stay on the line.
- b. When the offensive end blocks in, he should slide in one step.
- c. He should meet the halfback in the hole with an arm and shoulder lift and be sure to get under his blocking surface.
- d. The defensive end should neutralize the offensive end's block with his arm and shoulder lift. His head should be kept on the inside and he should use his outside arm and shoulder.
- e. Wrestling is not recom-

mended. The defensive end should release and make the tackle.

C. The End's Block:

- (1) A defensive end should fire out and delay the offensive end on every play.
- (2) He should always step first with his inside foot. The defensive end must also watch the blocker's head so he will know what he is trying to do. Remember always keep the outside foot back.
- (3) If the blocker attempts to block him out, the defensive end should fight the pressure and close to the inside. Roll around his head back into the hole as a last resort.
- (4) If the end watches the blocker's head closely and keeps his outside foot back, the blocker should never be able to block him in.
- (5) The defensive end should use his hands to keep the blocker off and should never permit him to get to his legs. He should make the tackle or delay

it until pursuit can catch the play.

- (6) If the defensive end has to give ground, he should go straight back. He should not allow the blocker to turn him and form a lateral opening.

D. The Flanker's Block:

- (1) A close end must always be aware of the presence of a near flanker; however, his first duty is to key the end. If the opponent uses the flanker to block the end in consistently, other adjustments will be required.
- (2) A close end cannot keep himself from being blocked by a flanker, but he does not have to stay blocked. After the end discharges his first responsibility of delaying the offensive end and protecting the off-tackle hole, he should determine what the flanker is doing. If the flanker is attempting to block the end in, the end should roll around the flanker's head and pursue the play to the

outside. He should cut the ball-carrier off at the sideline.

4. Playing Reverses, Screens, and Flat Passes:

A. Reverses:

- (1) When the flow of the backfield is away from the defensive end, he should take two steps back and look for a reverse.
- (2) He should not pursue until the ball crosses the line of scrimmage.
- (3) If a deep reverse shows, the defensive end should string it out to the sidelines until help arrives. He should keep blockers away by using his hands and maintain outside position on the ball at all times.
- (4) If an inside reverse shows, the defensive end should again keep the ball inside his body. As a rule, there is plenty of help inside, but very little outside.

B. Screens:

- (1) If the defensive end is responsible for screens on his side, he should not rush the passer.

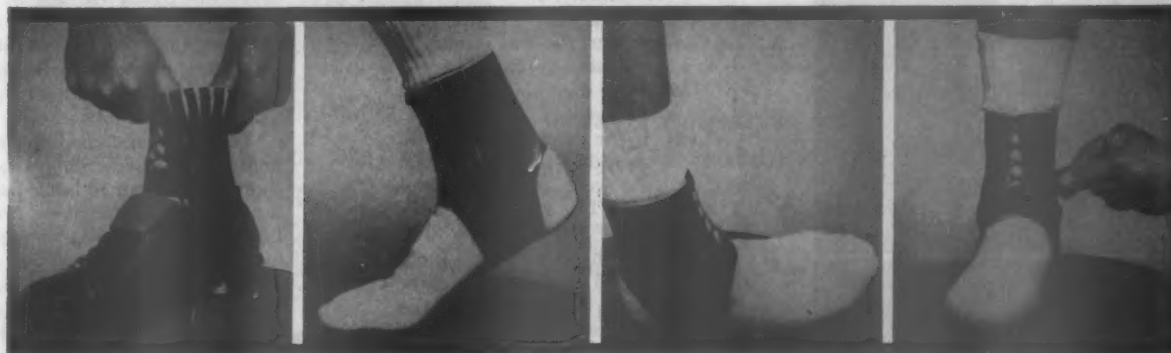
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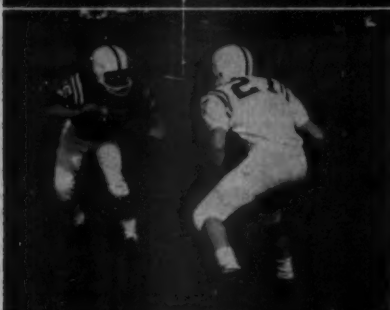
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Meeting the Halfback's Block

- (2) When the backfield flow is away from the defensive end, he should take two or three steps straight back, and should not pursue until the ball crosses the line of scrimmage.
 - (3) If a screen pass to his side develops, he should try to intercept. When he cannot intercept, then he should make the receiver sorry he caught the ball. If the defensive end is caught out of position, he should keep the ball and the blockers inside his body. He should string the play out and delay it until help arrives.
 - (4) Most screen passes can be detected quickly by an alert end according to the depth the passer sets up. Normally, he will set up at six yards; if he goes deeper, the end should be alert for a screen.
- C. Covering the Flat (5 yards deep):
- (1) If the defensive end is responsible for the flat on the weak side, he should take his two steps back while keeping the flat within his field of vision.
 - (2) When a potential receiver starts into his area, the defensive end should get on him fast.
 - (3) The defensive end should intercept if it is at all possible, because he has as much right to the ball as does the offensive team.
 - (4) When the defensive end cannot intercept, he should knock the ball down. If he cannot do either, he should tackle high.
5. Rushing the Passer and Punter:
- A. A defensive end should rush the outside in. He should never permit himself to be blocked in, but should keep the passer in the pocket.
 - B. He should hit the blockers with a forearm and shoulder lift on the way in.
 - C. The defensive end should never give up. He should keep fighting, because sooner or later he will get a chance to make the passer eat the ball.
 - D. When he has a clear road to the passer, he should rush with his hands and arms high and make the passer throw out of a well.
 - E. A passer should be tackled high, and the end should not jump into the air to bat a pass down, because the passer will fake a pass and run, leaving him in the air helpless.
 - F. The end should aim for a point three to four yards in front of a punter, because this is the

(Concluded on page 80)

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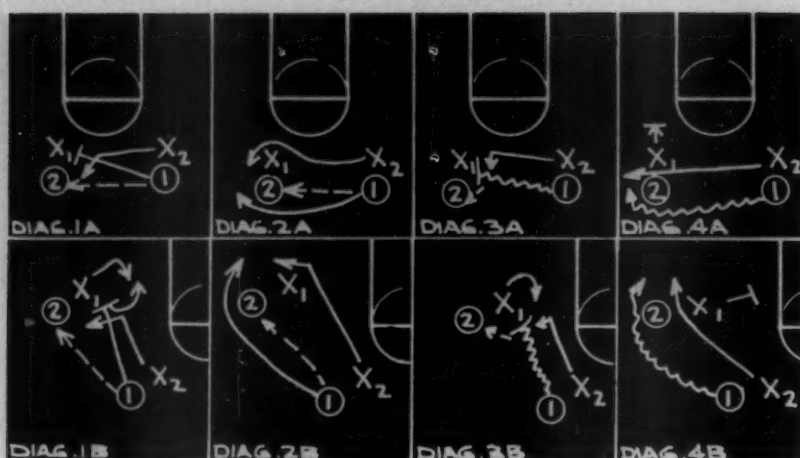
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Specific Drills for the Switching Man-for-Man

By **GEORGE H. SAGE**

Basketball Coach, Pomona College, Claremont, California

WHILE high-scoring basketball teams have been receiving most of the publicity the past few years, defense-minded teams have been winning more than their share of championships. The most recent examples are the University of Cincinnati winning the 1961 National Collegiate Championship and Wittenberg winning the College Division, NCAA Championship.

Defense is half of the game; it is the half a team plays without having the ball. Therefore, we spend at least half of our practice time teaching defense, and use the man-for-man as our basic defense. Since modern basketball offenses use screens, screens, and more screens, it is extremely difficult if not impossible for a defensive man to stay with his assigned man throughout the game. When screen plays are encountered, the man-for-man defense may switch, force through the screen or go behind the screen. Our players are instructed to switch in certain screen situations, force through in others, and go behind in others.

The belief held by some coaches,

that if a player is definitely screened out, he should switch, is not an adequate technique for coaching the switch in the man-for-man defense. One of our coaching principles is that habits must be developed, because many of the maneuvers in basketball must be made as conditioned reflexes. Consequently, in teaching the man-for-man, we drill on specific situations, and give our players definite instructions on when to switch and when to stay.

There are several basic screen situations which most teams use in one way or another. By practicing the defensive maneuvers in these situations,

Graduating in 1955 from Colorado State College, George Sage coached for two years at College High School in Greeley, Colorado. The next year he coached basketball and baseball at Chandler, Arizona, resigning to accept his present position. His high school coaching record was 41-10, while his Pomona team of last season held a high ranking for team defense among the NCAA schools in the College Division.

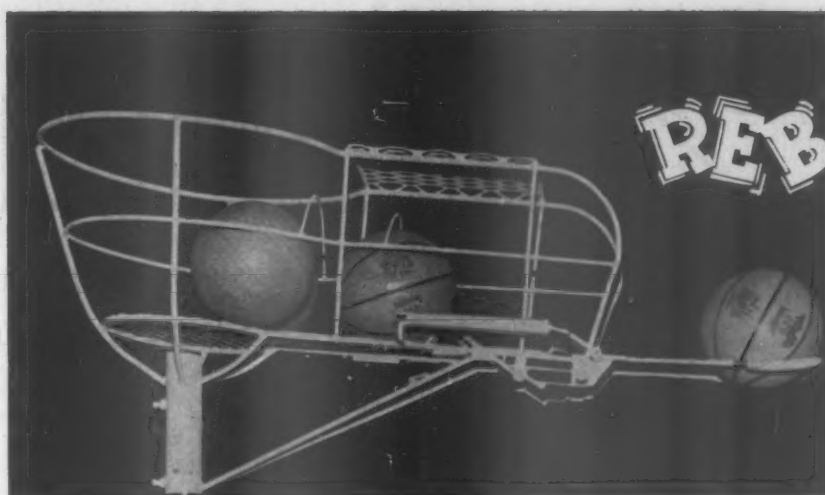
the defense can be better prepared to meet the screen in a game. Ninety per cent of the screens used in games are of one of the types we shall discuss. We use practice drills to teach each of the maneuvers shown in the diagrams.

One of the most common screening situations is the guard-to-guard screen. There are four possibilities from this position and our players are instructed how to defend them. As shown in Diagram 1A, after O1 passes to O2, X2 stays with him until he begins a screen on X1, and then X2 steps up and makes an aggressive switch. X1 takes O1 and is careful not to get caught behind a roll by the screener. Of course, if O2 dribbles to his left, the defense does not switch. In Diagram 2A, when O1 passes and goes behind O2, X2 goes behind X1 unless his man starts to shoot and score from over the screen. Notice that X1, who is defending the man with the ball, stays close to his man. Diagram 3A shows O1 dribbling toward X1. Then X2 slides with the dribbler until he approaches X1. X1 can see the approach with peripheral vision, and as the dribbler approaches him, he looks for a double-team play. If the dribbler does not pass off, a double-team situation develops. If the dribbler passes off, X2 switches aggressively. When dribbler, O1, goes behind O2 (Diagram 4A), X2 stays with the dribbler. Then X1 steps back and allows X2 to go through.

A second common screening situation is the guard-to-forward screen. As shown in Diagram 1B, after O1 passes to O2, X2 stays with the passer until the screen is made. When the screen is set, X2 switches aggressively. No switch is made if O2 tries to drive the baseline. When the passer cuts outside the receiver (Diagram 2B), X2 loosens and goes behind X1. If the opponents begin to shoot over, X1 and X2 must begin to switch. Diagram 3B shows X2 sliding slightly ahead of the dribbler, O1, to prevent him from driving the basket. If the dribbler approaches X1, X1 will turn to prevent a further advance by the dribbler. When the dribbler passes off, X2 must be quick to switch aggressively. As shown in Diagram 4B, when dribbler, O1, goes behind O2, X2 stays with the dribbler. Then X1 steps back and allows X2 to go through.

A third common screening situation is the guard-to-side post screen. On the side post screen our players try to force through, or beat the man to this screen, because dropping behind the screen allows the outside offensive man to stop behind it and use the jump shot. Most players will hit about 50

(Concluded on page 60)



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New Books

The Modern Winged T Play Book, by Forest Evashevski and Dave Nelson. Published by Wm. C. Brown Co., Dubuque, Iowa. One hundred and sixty pages. Publication date Sept. 15. Reviewed from galleys received July 27. Price \$3.00.

Scoring Power With the Winged T was published after the 1957 Rose Bowl game. During the intervening four football seasons the winged T offense undoubtedly became the most popular offense in use today. The more the defense sees of an offense, the easier it becomes for the defense.

In order to stay ahead of the defense, Evashevski and Nelson had to make many additions, deletions, and changes in their popular Iowa-Delaware winged T offense. These changes form the basis of this new text. For example, all plays involving the lead-post principle now include a gap rule to allow for adjustments when the defense plays in the gaps of the post blocker.

The new book incorporates 24 new formations which have been added to the offense since publication of the original text. Other changes in the offense include a revised 70 series, addition of a draw play to both the halfback and fullback, a passing attack with the wingback blocking in his original position, addition of inside counters, and a changed concept in the bootleg passes. Whereas formerly the offense depended upon the quarterback's faking to give him time and running room, the modern thinking employs both guards pulling on bootleg plays and this has changed the terminology to the waggle pass. The most notable change is the one-foot split along the line to enable the offense to cope with the gap, stacked and stunting defenses.

A coach who wishes to install the winged T offense should secure the original text, *Scoring Power With the Winged T*, and after digesting its contents, incorporate the changes as outlined in this new text. The many thousands of coaches who possess copies of the original book will want to up-date the material by adding a copy of Evashevski's and Nelson's new book. In fact, any student of the game will find in these two books the nub of the game of football i.e., the constant effort of the defense to stop the offense and the

equal constant striving of the offense to keep ahead of the defense.

How to Play Winning Basketball, by Ray Meyer. Published by Woods Associates, 7102 Jeffery Blvd., Chicago 49, Ill. One hundred and twenty-eight pages. Publication date June 15. Received for review July 20. Price \$2.50.

One of basketball's winningest coaches, Ray Meyer, has incorporated all his basketball savvy into this comprehensive book. He covers all the fundamentals and then moves into some of the more vexing problems of modern-day basketball. Defense against the jump shot, the big man, one-on-one defense, team defenses, offenses against zones, and scouting are some of the problems which Coach Meyer handles so adroitly.

Championship Track and Field, by 12 Great Coaches. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Two hundred and four pages. Publication date June. Received for review June 16. Price \$5.65.

Tom Ecker, a frequent contributor to these pages, compiled and edited the material presented by Oliver Jackson, Jim Elliot, George Eastment, Brutus Hamilton, Larry Snyder, Clyde Littlefield, Ralph Higgins, Ed Flanagan, Gordon Fisher, Jess Mortensen, Jim Kelly, and F. X. Cretzmeyer. Each of these mentors has covered one of the events and each event is complete with a picture sequence of a topnotch performer.

Slot T Formation, by Max Spilsbury. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. One hundred and ninety-one pages. Publication date June 20. Received for review June 22.

Arizona State's highly successful and well-liked coach has authored the first book devoted to the slot T or pro offense as it is sometimes called. Coach Spilsbury describes backfield play, wide spread ends, interior line play, blocking rules, quarterbacking, rushing, and passing attacks, and the kicking game as they relate to the slot T offense. In addition, he discusses scouting, season preparation, relations with the press, and psychology.

Lastly, we've read and heard many

fine statements on the value of football but none can surpass the author's closing statements on the subject. With another season upon us, in which we will read the annual diatribes against football by educators and laymen alike, it is too bad that Max Spilbury's comments on the intrinsic values of football cannot be reprinted in every newspaper in the country.

Biophysical Values of Muscular Activity, by Elwood Craig Davis and Gene A. Logan. Published by Wm. C. Brown Co., Dubuque, Iowa. One hundred and forty-three pages. Publication date June 16. Received for review June 18. Price \$3.00.

The two authors, both members of the physical education department at USC, present scientifically determined facts in pellet form and a readable style. They show how muscular activity stimulates growth and development; improves the efficiency of the living organism; increases adaptability to external forces; aids in the body's internal adaptations; promotes desirable emotional releases; helps prevent bodily injury; aids in medical restoration; and is beneficial in the aging process.

Sports Illustrated Book of Swimming. Published by J. B. Lippincott, Philadelphia 5, Penna. Ninety pages. Publication date June 14. Received for review June 9. Price \$2.95.

Matt Mann serves as the instructor and uses a nine-year-old girl as his sample pupil. Beginning with methods of introducing a child to the water, the book then takes the imaginary student through the basic steps of the crawl, backstroke, and breaststroke. Superbly illustrated.

Sports Illustrated Book of Diving. Published by J. B. Lippincott, Philadelphia 5, Penna. Eighty-seven pages. Publication date Aug. 23. Received for review June 9. Price \$2.95.

In this book Mike Peppe serves as the instructor and describes the steps in developing a twelve-year-old boy into a diver. In order to appreciate the value of these *Sports Illustrated* books, one must know the magazine and the beautiful technical drawings contained therein. A superb teaching aid.

1960 United States Olympic Book, edited by Arthur G. Lentz. Published by C. S. Hammond & Co., Maplewood, N. J. Four hundred and eight pages. Publication date June 25. Received for review June 17. Price \$12.50.

Beautifully prepared in gold cloth binding, the book contains the complete record of United States teams in the 1960 Olympics and the 1959 Pan-

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American Games. A copy of this book belongs in all school libraries.

Football Statistics Book for Quarterbacks. Published by Chuck Moser, Box 981, Abilene, Texas. Publication date July 28. Received for review Aug. 3. Price \$1.75.

Far and away the best system for compiling football statistics to come on the market is contained in this book. Although designed primarily as an aid to the quarterback on the Monday after a game, the statistics are available at a

glance for sports writers and presentation to booster clubs.

Space has been allotted to record the number of tackles made and the minutes played by each member of the squad; location of the ball, yard line, play, ball-carrier, gain or loss, tackler, and opponent's defense for every play by quarters; average gain per play; team statistics; individual statistics; individual scoring; opponent's roster with room to record tackles; scouting remarks; and space to tabulate why offensive drives were stopped.

The spiral-bound book has room for twelve games plus instructions and the method of recording a sample game. Prepared by one of the nation's most astute coaches.

Sports Illustrated Book of Tennis. Published by J. B. Lippincott, Philadelphia 5, Penna. Eighty-nine pages. Publication date June 14. Received for review June 16. Price \$2.95.

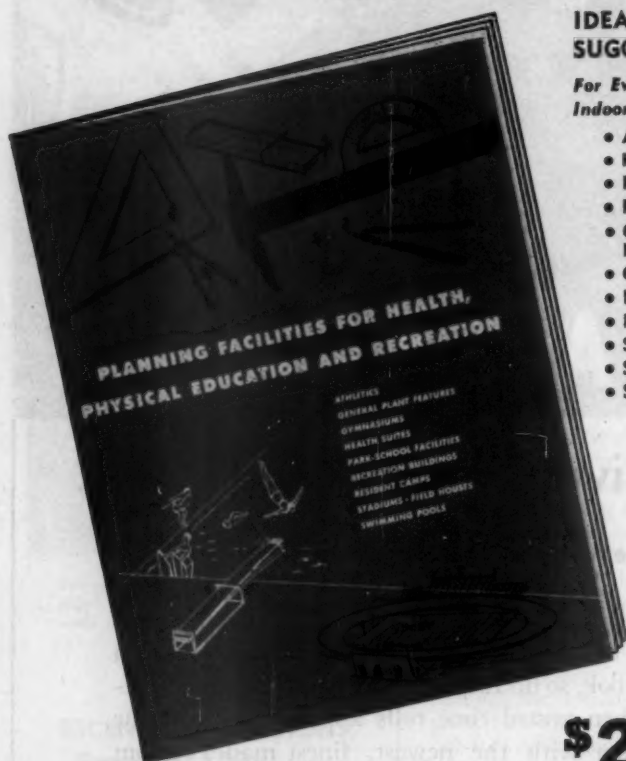
Using the illustration technique for which *Sports Illustrated* is so justly famous, the book takes up singles, doubles, and mixed doubles. In the case of singles play, Don Budge serves as the model for the artist's superb drawings, while in the doubles it's Earl Buchholz and Chuck McKinley. Bill Talbert, who prepared the material for the entire book, demonstrates the niceties of doubles play with his wife, Nancy.

Missouri Power Football, by Dan Devine and Al Onofiro. Published by Lucas Brothers, Publishers, 909 Lowry, Columbia, Mo. Two hundred and twenty-one large size pages. Publication date Aug. 1. Received for review Aug. 7. Price \$5.50.

There's a lot of football savvy to be found in this book. Starting with the numbering system, the authors build their football offense for the reader by presenting chapters on blocking rules, offensive line play, offensive backfield play, and team offense. On the defensive side, they analyze individual defensive techniques and drills, and team defense. The book is lavishly illustrated with 420 diagrams, numerous single illustrations depicting techniques, and sequence shots from actual game and scrimmage movies. As often happens when attempts are made to reproduce 16mm movies, the pictures are not as clear as they are when regular sequence cameras are used. But, don't get us wrong, this does not in any way lessen our rating of this book as one of the all-time fine football texts.

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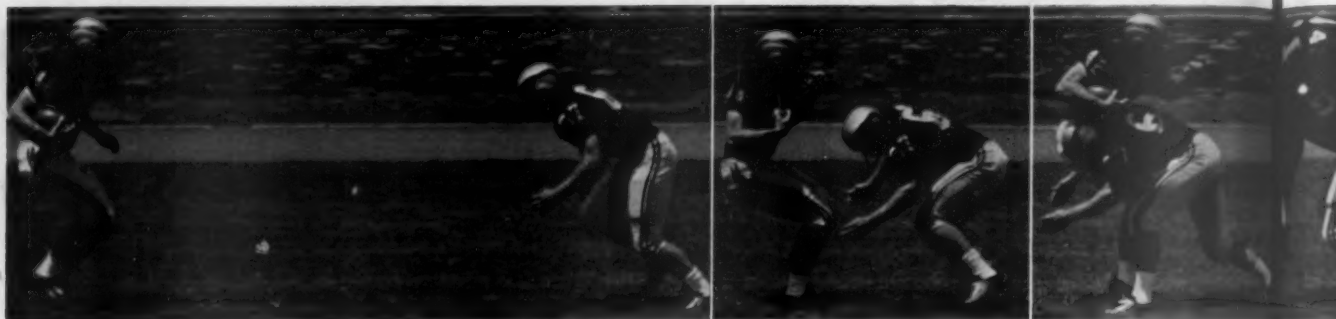
No. 53 RALPH HECK

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HEAD-ON TACKLE

In making a head-on tackle, the tackler's body must be in a good fundamental position — head and eyes up, feet spread the width of the shoulder for

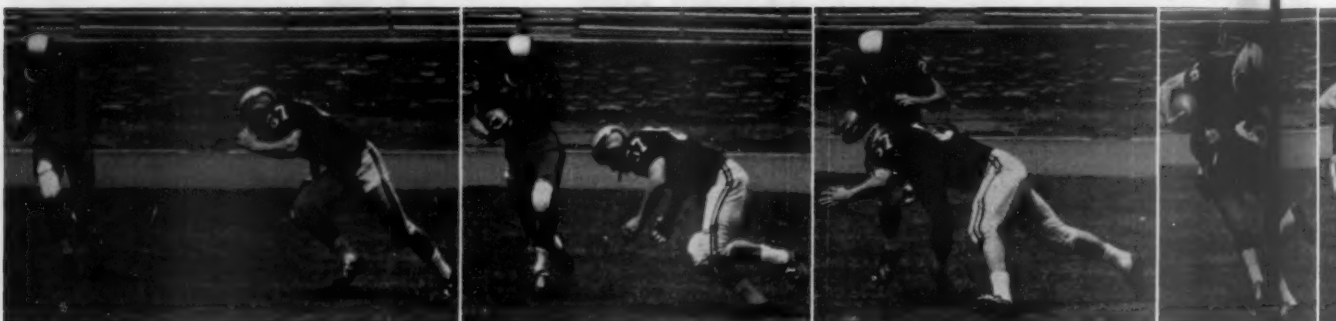
good base, back bent, and arms out from the body. He should advance toward the ball-carrier with his eyes focused on the ball-carrier's mid-section. Contact should be made at the break of the hips and stomach with the shoulder. There should be a slight



SIDE TACKLE

In making a side tackle, the tackler must be under good control and on the right angle of pursuit in

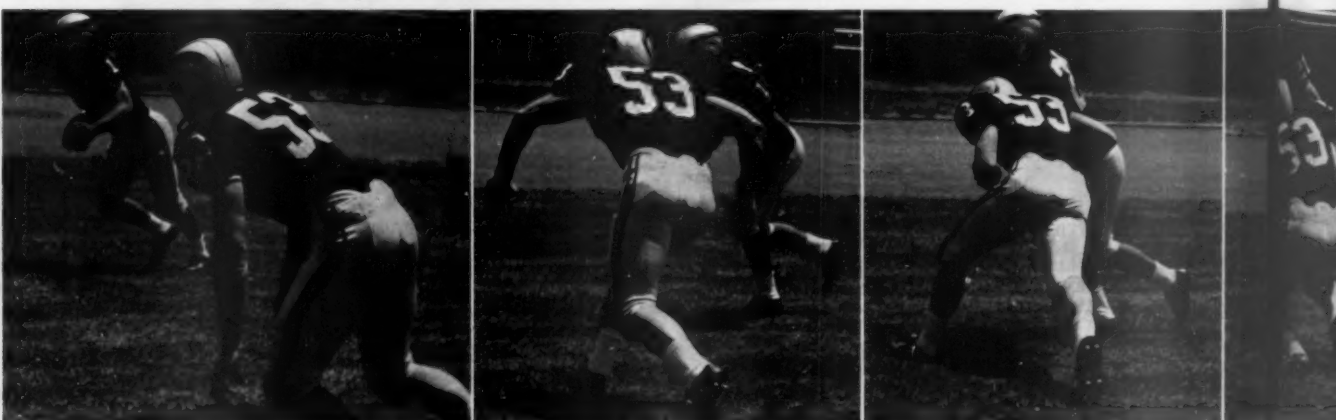
order to make a hard-driving shoulder tackle. He should use the same approach as in the head-on tackle. His head should be in front of the man and



HIGH SIDELINE TACKLE

On occasion a high shoulder tackle will be used when the ball-carrier has turned the end and is racing down the sidelines. The proper angle of pursuit

is very important in executing this tackle. The tackler will be moving in, usually on a 45 degree angle from the line of scrimmage or at a sharper angle from the backfield. His eyes will be focused on the

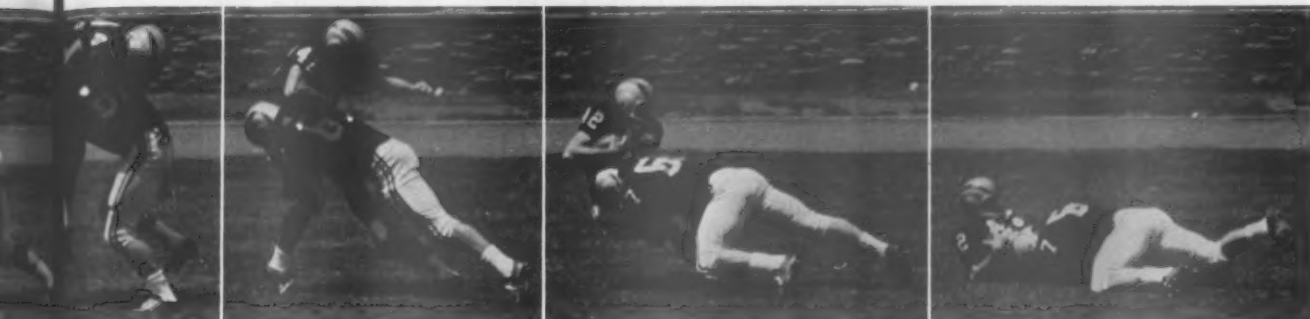


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dip of the shoulder just before contact. As contact is made, the tackler's arms should squeeze around the ball-carrier and lock (use a wrist lock or hand squeeze), his head should slip to the side of the ball-carrier and remain snug against the lower part of

the rib cage. When this is accomplished, the tackler should use life movement and try to carry the ball-carrier at least three yards behind the point of contact and drop him on his back with a driving thrust to the ground.



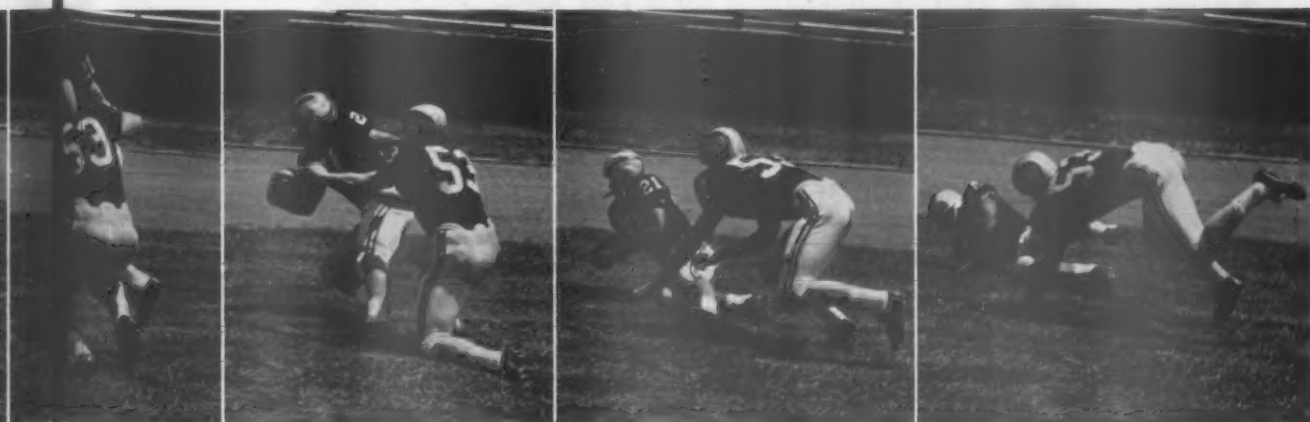
the momentum of the ball-carrier should definitely help if the tackler uses a firm arm lock and great follow-up with tremendous leg drive. The tackler

should hit the ball-carrier at the break of the hips and drive for a point five yards beyond him. Drive him into the ground at that point.



runner's neck and shoulder area and then the tackler will hit the runner with a strong forearm shoulder lift about shoulder high on the ball-carrier. The

objective is to hit the man with tremendous lift action in order to send the ball-carrier off the ground and careening into the sideline.



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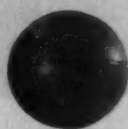
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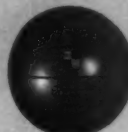
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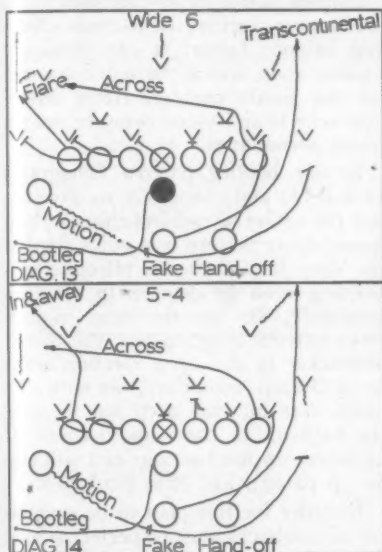
PF-6S
Football

Colorado's Sweep Attack

(Continued from page 16)

at a 45 degree angle. The fullback drives to the area of the No. 2 man, blocking the first man who shows. Our left halfback (fly back) runs the sweep action and becomes an auxiliary blocker for the quarterback at the 1 zone.

The quarterback rolls to the 1 zone behind the left halfback, picking up immediately the reaction of the flat and deep outside. With the force showing immediately, the flat should be open. With force plus compensating flat coverage in the secondary (Diagrams 11



and 12) and (Series B), we immediately throw our 911 roll-out swing pass.

This is an excellent pattern which gives us three receivers who are hard to cover from a forcing defense.

The 911 roll-out swing pass is executed in this way. The right end runs in and away with the left end doing a post pattern. The right halfback drives through the outside hip of the No. 2 man at a depth of 4 yards on a 45 degree angle to the flat, being careful not to get into the same zone as the left halfback. The fullback drives to the No. 2 man's area, blocking the first man who shows.

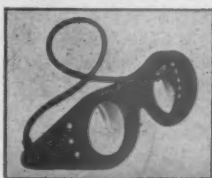
Ordinarily, the play is run on a 4

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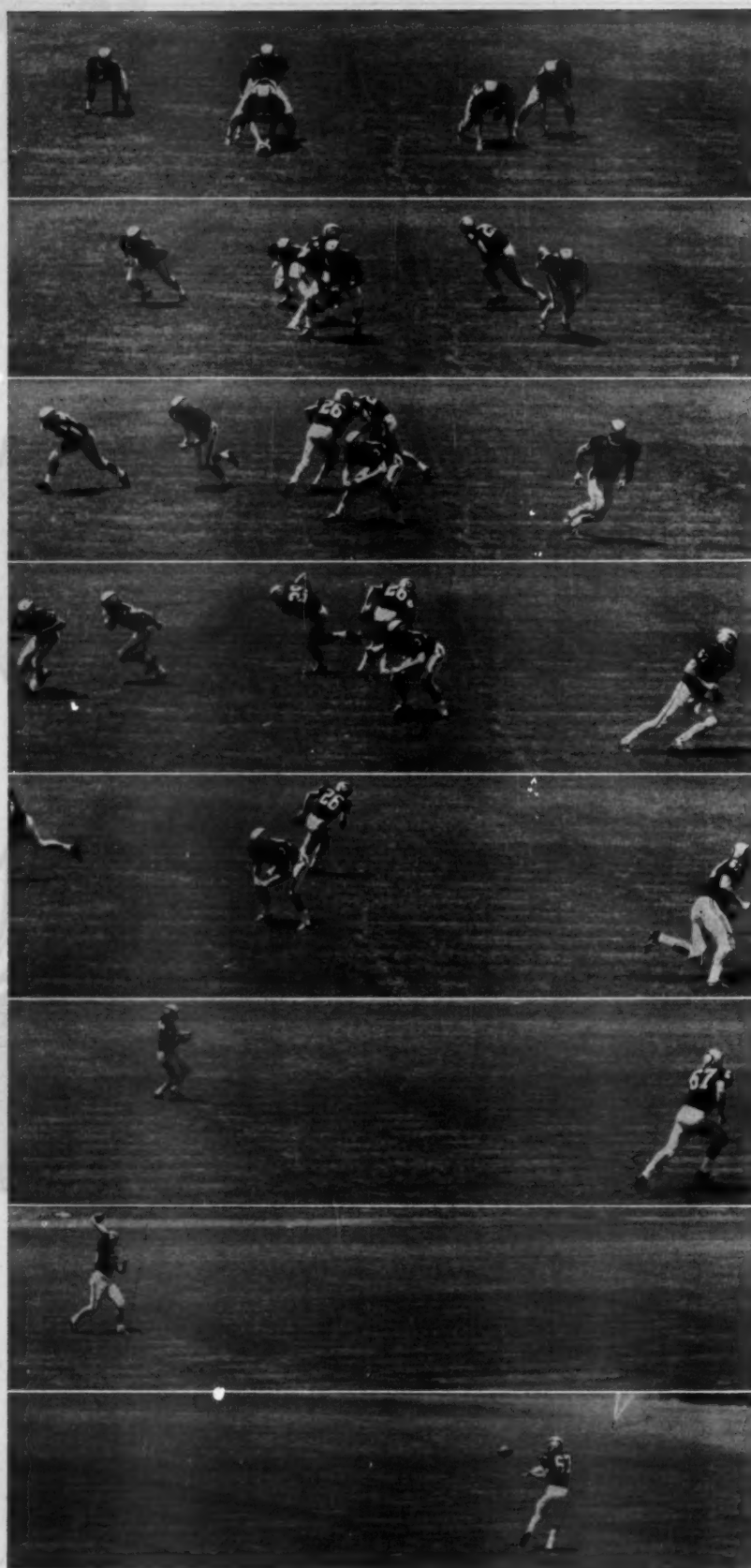
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count with our left halfback going in motion immediately so that when the ball is snapped he is in a wide flat position. On the snap, he turns up the field, looking over his inside shoulder. If the ball does not show, he continues the pattern to the deep zone.

The quarterback takes the snap and rolls quickly to the 1 zone, looking immediately to see if the left halfback is open on the swing pattern, hitting him quickly if he is. If the left halfback is covered, he continues to roll, throwing according to corner action and coverage.

Counter moves from the 911 sweep and roll-out pass are the bootleg and counter drive. Both are necessary parts of a sweep series.

Bootleg action is always present in our sweeps, serving as a great check and balance factor. It can eliminate trailing ends, widen the defensive end for the inside counter, freeze inside linebackers, and place pressure on rotating secondaries.

In our bootleg pattern (Diagrams 13 and 14) and (Series C), we give the end the option of running either a deep in-and-away pattern or a quick flare to the deep flat. Both are effective, depending upon the defense. In a 4-deep secondary, we run the deep in-and-away pattern to try to beat the corner linebacker in the deep rotation zone. In a 3-deep secondary, we run the quick flare into the deep flat to force the halfback to come up to cover. If he moves up too fast, our end will run an up pattern and beat him deep.

In order for this play to be successful, all the backs must be perfect actors.

The fullback swings down the sideline as a transcontinental receiver with the other three backs running the same pattern as the 911 sweep.

The quarterback, after faking a hand-off to the left halfback, bootlegs away from the flow of the play by sprinting quickly to the 9 zone. He places the ball on the inside portion of his hip, with the elbow close to his body to hide the ball from the backside of the defense. He looks over his inside shoulder to check the defense's action at the 9 zone, remembering at all times never to get closer than four and one-half yards or deeper than six yards from the line of scrimmage.

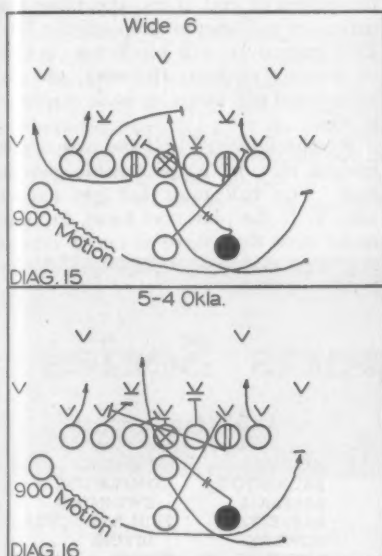
Upon reaching the 9 zone, he throws either to the bootleg end or to the right end who is coming across the grain at a depth of from eight to ten yards.

The other countermove in our sweep

Series C 919 Bootleg Pass

attack is the 916 counter tackle trap (Series D).¹ As shown in Diagrams 15 and 16,² this is a quick hitter away from the sweep action which very definitely places pressure on the interior defensive front. It certainly prevents the defensive players from leaving their home positions in anticipation of a sweep run.

This play is particularly effective against a wide tackle 6 which gives us a fine opportunity to get a quick lateral opening with a good inside-out trap. In this action the fullback drives to the 3 zone, blocking the first man who shows, on or off the line of scrimmage. The left halfback flies back either to regular position or a wide swing, depending upon the call in the huddle. The quarterback rolls to the 1 zone,

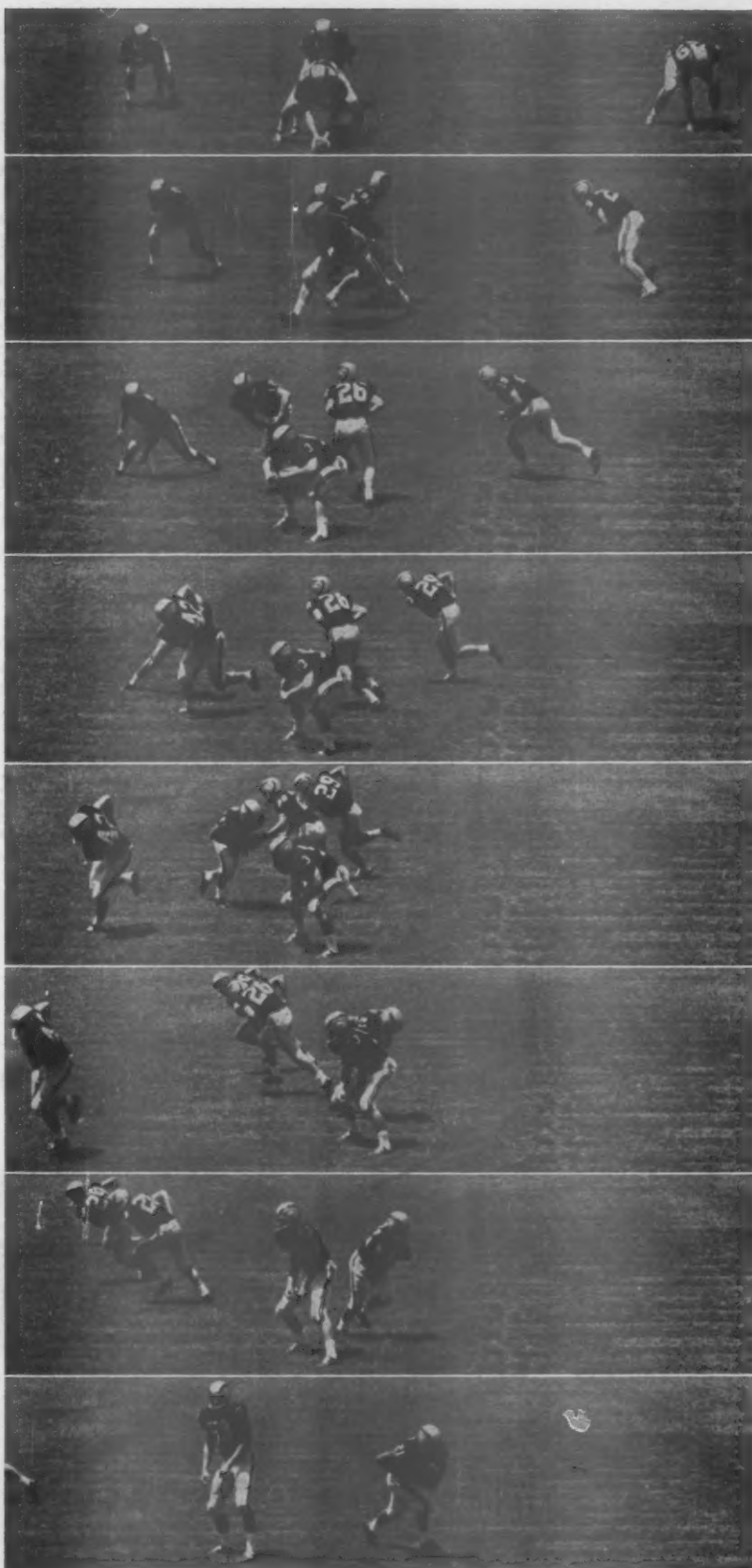


making an inside hand-off to the right halfback. After the hand-off, the quarterback keeps rolling to the 1 zone, watching the defensive reaction to a 916 counter pass over his inside shoulder. The right halfback takes a position step to the right allowing the fullback to clear to the 3 zone, then receives an inside hand-off, and hits off the post block of either the 4 or 5 man.

This, then, is a brief discussion of our sweep attack series. There are many companion plays which add to the effectiveness of the series. Variations are great in number and must be added as the defenses adjust.

We will continue to exploit the sweep attack this fall, because it is a vital part of our offensive plan.

Series D 919 Counter Tackle Trap



The "Bear" Comes to High School

(Continued from Page 26)

toward him, the defensive man must whip the offensive tackle, be ready to stop the hand-off, and help out on the off-tackle play. 2. On a drop-back pass, he should rush the passer from the inside. 3. If the play goes away, he should control the tackle and pursue.

5 Technique

Position: Use a three-point stance. Line up on the outside shoulder of the tackle. On the snap, use a forearm lift and charge into the tackle.

Responsibilities: 1. The defensive player is responsible primarily for the off-tackle play. 2. If the play comes toward him, he should whip the blocker and make the tackle. He should keep the blocker in front of him at all times. If the defensive man goes around the blocker, he will eliminate himself from the play. Control the blocker. 3. The defensive player should not go across the line. If the play goes away, he should pursue along the line of scrimmage. 4. On a drop-back pass, rush from the inside out.

6 Technique

Position: Use a three-point stance,

head-on the offensive end, and one yard off the ball.

Responsibilities: 1. The defensive man is primarily responsible for keeping the offensive end from releasing quickly on passes. 2. He should keep the end from blocking on the linebacker. 3. He is responsible for the off-tackle play, and must not be blocked in or out. 4. If it is a drop-back pass, he should rush from the outside in and not permit the passer to get outside him. 5. He should never cross the line of scrimmage except in the case of a drop-back pass or when the flow of the play goes away. 6. If the flow goes away, he is the chase man and should trail the play. He should be as deep as the deepest man in the offensive backfield, so he can contain the reverse play to his side.

7 Technique

Position: Use a three-point stance. The defensive man should line up splitting the inside foot of the offensive end. On the snap, use a forearm lift on the offensive end and then look to the inside.

Responsibilities: The defensive man has 75 per cent inside and 25 per cent outside responsibility. 2. He should close the off-tackle hole. 3. On a drop-back pass, he should rush the passer from the outside in. He must not let the passer get outside him. 4. He should keep the end from blocking on the linebacker. 5. If the ball goes away, he becomes the chase man. This defensive player must be as deep as the deepest man so that he can contain any reverse.

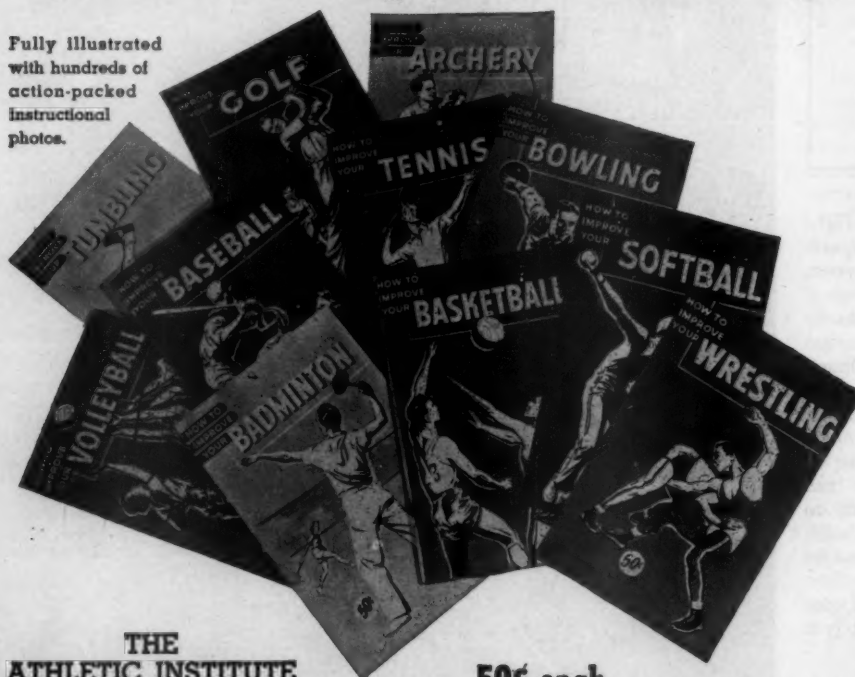
8 Technique

Position: The defensive man should be in a semi-upright, good football position, from one and one-half to three yards outside the offensive end. If the offensive end splits, the defensive end drops off the line a few yards, and splits the difference between the offensive end and the tackle. The more the offensive end splits, the more the defensive end should drop off the line. This maneuver will block the look-in or slanting pattern. However, the defensive end still keeps his basic responsibilities.

Responsibilities: 1. If the play comes toward him, he is the outside contain man. The ball must not get outside him. 2. If the play goes away, he must make sure that there is not a reverse and then take his proper angle of pur-

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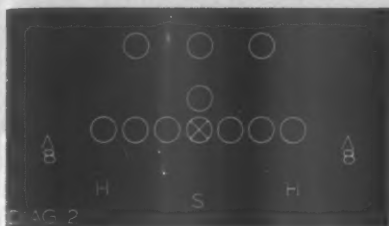
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suit which is back and to the outside area. 3. On a drop-back pass, he will sprint to the outside 3 to 5 yards without taking his eyes off the passer. If a pass develops, the end should be in the outside flat area — 8 to 10 yards deep. 4. If the passer starts to run or the play develops into a running play to his side, he should come up and contain the play.

9 Technique

Position: Use a three-point stance or a semi-upright football position. Line up on the outside shoulder of the offensive end, one foot off the ball with the outside foot back. If the end splits, use the split rule and drop off the line to the look-in area. In case of a two-yard split, he should come across to



the inside; if the split is more than two yards, he should drop off.

Responsibilities: 1. If the play comes toward him, he becomes the contain man. 2. On the snap, he should take a short step toward the end and use a forearm lift. 3. If the end blocks in, look for the near halfback or the trapper. 4. If the play comes toward him, he is the outside contain man. In case the quarterback still has the ball, he should be made to commit. 5. On a dropback pass, rush from the outside in. 6. If the play goes away, the defensive man should trail it.

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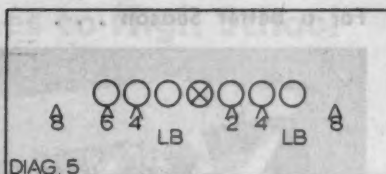
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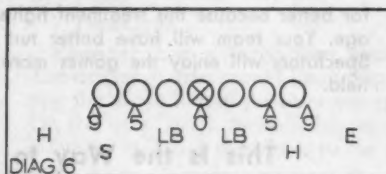
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DIAG 5

The defensive signal caller will set his secondary first, that is he will call a 5 spoke or a 4 spoke alignment for the deep backs. The 5 spoke defense is a three deep situation using the ends to cover the flat areas, and the 4 spoke defense is a two deep situation with a pre-rotated secondary and one end dropping off as a wing (Diagrams 2 and 3).

The defensive signal caller will set his side of the line. After he makes his call, the other linebacker will set his side. Let us start with the 5 spoke

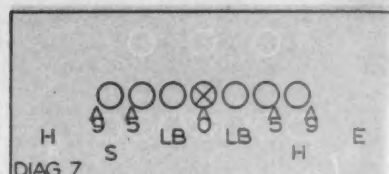


DIAG 6

alignment. The defensive signal caller will call 5 spoke 26, and the other linebacker will make his call such as 26.

The defensive alignment is shown in Diagram 4. Notice that the linebackers, after making their call, take the most advantageous position. In a 5 spoke alignment, the ends play an 8 technique, and the linebackers only have to worry about the guard and the tackle on their side.

In order to take the guesswork out of the calls, our players go into the game



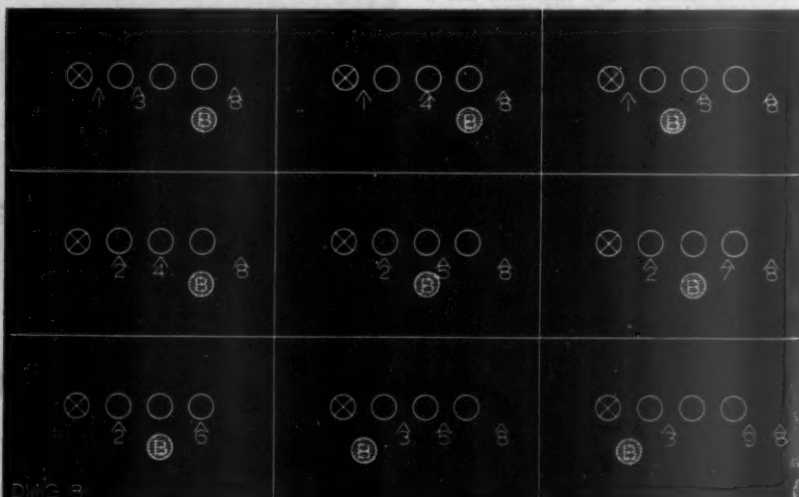
DIAG 7

with a pre-arranged defense such as 5 spoke 26. If we want to change, word can be sent in to the linebackers to change to a 4 spoke, to change both sides or just change one side. Another example of a 5 spoke call would be 5 spoke 24, with the linebackers moving out in front of the ends.

In calling his side, the second linebacker must be sure that the center the 0, 1, and 2 positions are covered. Then the linebacker can either move a man there or cover this position himself. An example would be when the first linebacker calls a 46, which would leave the center positions uncovered. It would be wise for the other defensive signal caller to place one of his men in the 0, 1, 2 technique (Diagram 5). **The 4 Spoke Defensive Call**

We are old-fashioned enough to believe that a team should have an odd and an even defense, that is a defense where there is a man lined up in front of the offensive center and one where there is no man in front of the center. We have found that an odd defense is difficult to call from a 5 spoke alignment so we must call a 4 spoke in order to give us a sound defense.

When the 4 spoke is called, it automatically means several things such as one of the inside men moving to the 0 technique, one of the ends dropping off to become a wing, and the other end moving to a 9 technique. In order to simplify this maneuver, we pre-rotate our defensive secondary which automa-



DIAG 8

Bob Troppmann graduated from Redlands University. His coaching career shows three years at Richmond, California, three as line coach at his alma mater, five at Sir Francis Drake High School in San Anselmo, and three at his present location. The last two years his teams have been undefeated in league play. Bob Troppmann, who is presently serving as president of the California Coaches' Association, has authored eight previous articles for us.

tically moves one end to the wing position and the other end to the 9 position. An example of this call would be 4 spoke left, which means the safety man moves to the left safety spot, the left halfback moves to the left wing, and the right end drops off to become the wing on the other side.

The defensive signal caller sets as 0, 5 and then takes his position. Then the other signal caller sets his side. He realizes that there is a man in the 0 position so he sets his side accordingly, such as 59 and then takes his position (Diagram 7).

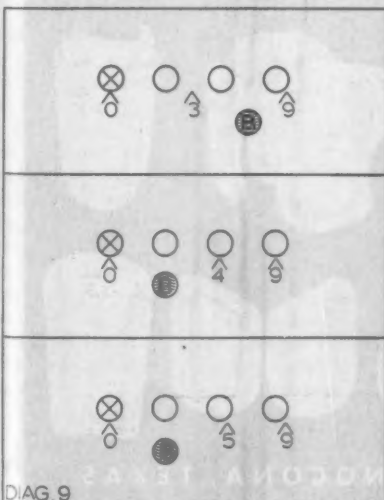
Possibilities of the 5 Spoke Alignment

The 5 spoke alignment has many possibilities. Various stunts may be called on one or both sides of this alignment (Diagram 8).

Possibilities of the 4 Spoke Alignment

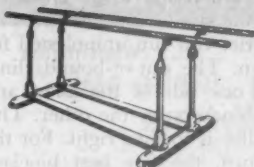
The 4 spoke alignment also has many possibilities. Various stunts may be called from one or both sides of this alignment (Diagram 9).

In addition to the previously mentioned stunts, a defensive player may change his charge by adding or subtracting a number. For example, if a man is lined up in the 6 technique, and the linebacker wants him to charge one-half man to his left, he will say 60, or if he wants him to charge one-half man to his right he will say 61. By adding the digits 0 and 1, added movement is obtained. The linebackers may move one man or both men by saying 20-60,



DIAG 9

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or they can move these men from whatever technique they are in. This maneuver is especially good for a change of pace when an offensive man starts to read the defensive man or becomes accustomed to his charge from a certain position. He can line up in the same position but finish in an entirely different action.

The play of the linebackers and the deep backs will not be covered in this article because of the length of the explanation. Briefly, the spoke or the half-wheel involves the linebackers, the ends, and the deep backs. They play a zone defense and have *reading* assignments just as the linemen. Also, the coverage of split ends and flankers as well as unbalanced line play should be covered in another explanation.

We feel that this type of defense has solved many problems for us. In the beginning, it may sound a little confusing to the players but if a little is given at a time the players will learn to like it. It is almost like teaching offense. One hole is taught at a time, then a series, etc., until the whole concept of the defense has been mastered. As mentioned previously, this type of defensive play has opened up a new train of thought for us and we like it.

Planned Attack for Kick-Off Returns

(Continued from page 29)

What we are trying to do is set up an alley at the side of the field so that our ball-carrier can run unmolested for a touchdown. The out-of-bounds lines are used as one side of the alley, and a screen of blockers for the other. This is how an alley is formed right. For the kick-off return, the five best blockers should be placed in the five positions occupied by the team between the 45- and 50-yard line (Diagram 1). Numbers 6 and 7 are the ends and are stationed on the 40-yard line about three or four yards outside the No. 1 and No. 5 men.

Usually, the No. 8 man will be the fullback, but in all cases he must be an exceptionally good blocker. His position is located in the center of the goal posts between the 25- and 30-yard lines. The fullback's job is to guard against short kicks, and to protect the receiver until the ball-carrier can get into the alley. Numbers 9, 10, and 11 will be the three fastest backs on the team. Number 11 must be a good faker,

and could be the quarterback on offense. Numbers 9 and 10 will position themselves just on the outside of the hash marks and between the 12- and 17-yard line. The No. 11 man will be the safety man, and should be positioned between the goal posts, on about the 5-yard line. The positioning of the men on certain yard markers can be changed, forward or backward, according to the length of the opposing kick-offs.

The diagram further shows the rotation of the first five men as they would set up an alley right. Notice that as soon as the ball is kicked, this rotation must start, and each man must run at top speed to reach his position. As the defensive ends, players 6 and 7 have the hardest jobs in the alley. They follow the offensive ends down on their inside and crack them to the outside. Number 8 or the fullback starts toward the alley, and then floats to the middle to set up at the bottom of the alley to protect the ball-carrier from pursuing

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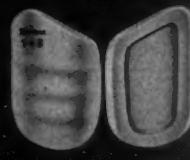
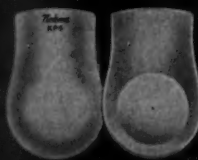
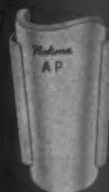
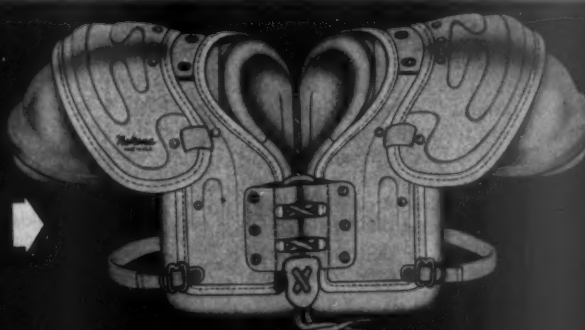
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tacklers until he reaches the outside of the alley. When the ball-carrier has passed the five screen linemen, they should turn toward the inside of the alley, and block any oncoming tacklers who are following the ball-carrier.

Ninety-five per cent of the time on all normal kicks, the ball will be kicked to the three deep men No. 9, 10 or 11. On an alley right, if the No. 9 man gets the ball (Diagram 2), he will start to his left and hand off to the No. 10 man who is coming around to get into the alley. After the hand-off, the No. 9 man carries out his fake to hold three or four opposing players on the left side. We tell the men who are carrying out the fake, that if it is good enough, three men and possibly four will be held. Also, if the fake is good enough, No. 9 will be tackled. The No. 11 man leads to clear the alley as soon as the ball is received by the No. 9 man. If the ball is kicked to the No. 10 man (Diagram 3), the No. 9 man will lead the alley and clear it out, while the No. 11 man will go to his left so that No. 10 can fake to him as he goes over to the alley.

Lewis Petit graduated from Ashland (Ohio) College in 1955 and spent the intervening years at Plymouth, Ohio, High School. He took over a team that had won only four games in five years and then coached his boys to a 27-21-2 record over a six-year span. While he was at Plymouth this article was prepared. This past summer Petit moved to his new location where he will coach basketball and baseball.

If the ball goes to the No. 11 man, he starts to his left, and hands off to No. 10 who goes to the alley and becomes the ball-carrier (Diagram 4). Number 11 must again carry out his fake so that he will hold the three or four defensive men on his side. Number 9 again leads the alley.

We, of course, run the kick-off return to either the right or left. The left is run just the opposite of the return right. They also bootleg off this return to keep the opposing teams honest.

One of the few ways to stop the kick-off return is to lay the ball down and kick short. We feel that on the kick-off return our boys have a very good scoring threat if the ball is kicked long. However, even on the short kick, they are still getting the advantage, because the opposing team is sacrificing distance on the kick to stop the touchdown. Very seldom are the boys deeper in our territory than the 30-yard line on a kick-off.

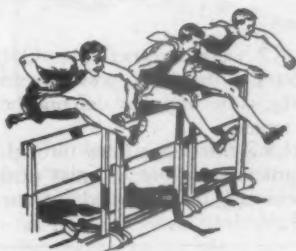
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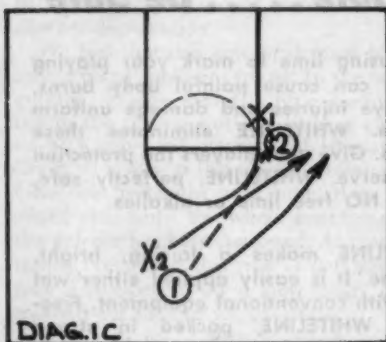
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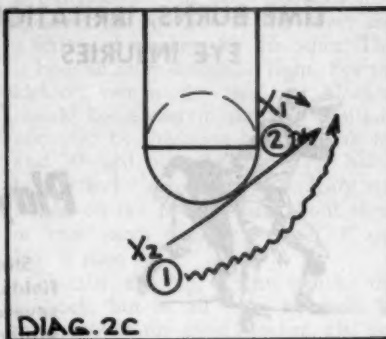
(Continued from page 42)

per cent on this shot, so we try to prevent them from getting the shot. As shown in Diagram 1C, when a pass is made in to a side post from outside, X2 forces O1 outside the screen. He beats the offensive man to the screen. Our center and weak-side forward help if O1 decides to reverse and cut down the middle. Diagram 2C shows a dribbling situation. Since the ball is so close to the basket, X2 forces the drib-



DIAG. 1C

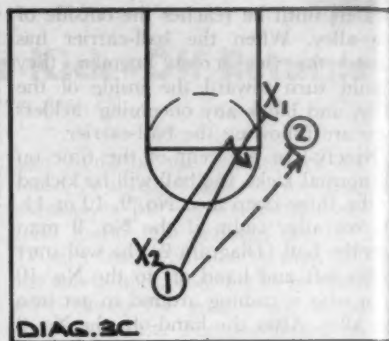
bler outside the screen. X1 must be alert to switch if X2 is screened out. On a side post situation where the passer attempts to set an inside screen (Diagram 3C), X2 switches. X1 must be alert to a switch if the passer, O1, fakes X2 inside and goes outside the screen. Then X1 would pick up the



DIAG. 2C

cutter if X2 were screened out. Our players defense the high post screens in much the same way they defense the side post screens.

By teaching these situations through drills in practice sessions, a great deal of the guesswork is eliminated for our



DIAG. 3C

players in the switching man-for-man defense. They know when to switch, when to stay, when to force through, and when to go behind.

From Here and There

(Continued from page 6)

jury . . . Sports participation is increasing at a tremendous rate in Ohio high schools. In the last nine years the percentage of high schools playing football has increased from 50.9 per cent to 70.3 per cent, while track has increased from 57.9 per cent to 79.3 per cent. The increase in baseball was only 2.1 per

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cent to 86.7 per cent, while basketball remained constant with 99.9 per cent — only one school in both cases failing to field a team. It is estimated that 120,314 high school boys participated in one of the nine sports sponsored by the Ohio Association. This does not take into account the number of boys who participate in more than one sport. Golf shows an increase from 50 schools in a 1947 Ohio survey to 281 schools this past spring.

Attack Soccer

(Continued from page 28)

assuming that position. This is the second switch. The complete switch of position by the three offensive linemen has been executed. Then the outside right dribbles down the left side and centers the ball for the outside left. Taking his turn, the outside left shoots. The outside right and the center follow up for position in case of a rebound.

Diagram 2 shows the rebound shooting drill which is used to develop the player's reaction to the varying and difficult shots that a rolling ball can present to the shooter as a result of rebounds, back passes, and deflections. As a rule, practice drills for shooting either stress the stationary ball or one in which the kicker approaches a rolling ball, going in the same direction as the player. This drill stresses the opposite situation, one in which the ball is rolling toward the kicker. A situation of this kind may occur many times in a contest and usually results in a poor kick or a completely missed kick.

Position. All halfbacks and forwards assume a position just outside the penalty area. The goaltender takes his position at the goal and all fullbacks and reserve goaltenders stand behind the goal to return the balls to the coach. The coach takes a position off to one side next to a goal post. A number of soccer balls are placed in a position near the coach. Then he begins the drill by rolling the first ball to the first player on his left.

Description. The first ball is a straight rolling ball devoid of any English. The kicker approaches the ball and attempts to score. Then the goalie attempts to play the kicker and the shot as he would under game conditions. This routine is repeated around the penalty area to each player. In the second phase, the coach repeats the entire routine but pronates his throwing arm to place a right hand English to the ball. The third phase is a repeat of the second, except that the coach supinates his arm, placing left hand English on the rolling ball. In attempt-

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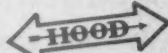
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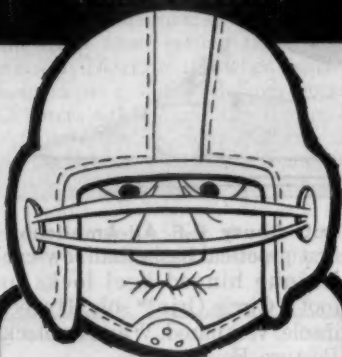
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ing to kick a ball in any of the three phases, the kicker soon learns that it is necessary to judge the speed of the ball and use the instep kick. He must place the greatest amount of the instep surface on the ball and keep it high and above the axis of the ball so he will be able to control his kick. These phases can be repeated any number of times.

Drill No. 3, our halfback shooting drill, is shown in Diagram 3. We find that more and more coaches are attempting to increase their teams' scoring potential by changing offensive patterns through varying the number of players in their offensive lines. One of the most effective ways to do this is to augment the forward line with the halfbacks swinging into position and shooting for a score. This method affects the opposition in a number of ways. There is an increased possibility of scoring. It also affects the opening of the defense by offering more potential offensive players to cover, the development of screen shots, and the psychological effect on the defense in making them face a non-predetermined adversary.

Position. The goaltender is in the nets defending. A lineman is placed on both sides of the penalty area in a position approximating that of an inside forward. Two halfbacks are placed on each side of the center circle at half-field. The coach stands in the center of the center circle with several soccer balls.

Description. The coach passes a ball into the right inside position of the offensive lineman who drop passes or back passes the ball to a halfback who starts to run into position at the time of the first pass. The halfback takes the second pass and shoots. He does not dribble or trap, but shoots on the run. The coach should be sure that the halfback places himself in a position so he will not be a hindrance, or if a defensive man is used, he should remain

in an *on-sides* position. This maneuver is repeated to the left side and continued as many times as necessary. All shots must be taken outside the penalty area where a halfback could normally be expected to go when he is on offense.

Diagram 4 shows the shooting drill for forwards. The purpose of this drill is to develop within the forwards and halfbacks, who are considered forwards in our offense, the ability to shoot with either foot without setting up the ball. That is to say they are not allowed to trap or dribble, but must shoot the moving ball on the dead run. Too many opportunities are lost by a forward who must stop the ball, push it out in front of him, and then shoot. By that time a fullback has broken the attack and defended successfully. This drill will develop in an offensive player the ability to strike without lost motion or lost opportunity.

Position. The goaltender takes his place at the goal. The fullbacks and additional goaltenders take positions behind the goal to retrieve balls. All forwards and halfbacks take a position at the right side of the center circle. The coach stands in the center of the circle with several soccer balls.

Description. As the coach passes a ball to the right of the penalty area, the first forward in line approaches it on a dead run. He attempts to score by kicking the ball with his right foot. He is not allowed to trap, but must kick before entering the penalty area. An option of a dribble and kick, or no dribble, may be given. Using the same options, the drill is repeated on the left side and the kick must be taken with the left foot. The last stage of this drill is to go down the middle. The coach controls the pass to determine on which side it will go. Thus, he is able to give additional work on an individual forward's strong or weak foot.

(Concluded on page 67)

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Head Coach, Diablo Valley Junior College, Concord, California

IN this period of constantly changing T formation patterns of play, one phase of the game has not changed — that is the automatic exchange between the quarterback and the center. This split-second exchange may seem to be of minor importance in the overall football picture, but its perfect execution can mean the difference between winning and losing games. Coaches will find that time spent working on these skills will be well worth the effort. We have found this to be true, because in 1959 our team was one of the few college teams that completed a ten-game schedule undefeated and untied, and in the last six years we have won or tied for five conference championships.

Many otherwise effective offensive T formation teams sputter in function simply because the automatic exchange has not been perfected. Therefore, this exchange between the center and the quarterback must work like a precision instrument — continuous and flawless.

The T formation coach must find centers and quarterbacks who can be taught to execute this exchange flawlessly. It is vital that these players not only learn their own jobs, but also learn to work well together.

Before the actual centering techniques are taught, the following stance which the center should use must be mastered.

Center's Stance

1. *Feet.* a. His toes should be pointed straight ahead. b. The feet should be in a squared position — no greater stagger than toe and instep. Our centers must block in three different directions — straight ahead and to either side. c. Feet shoulder width apart. d. Weight on the balls of the feet. e. Ankles in a flexed position to supply blocking power.

2. *Knees.* a. Should be pointed

straight ahead. b. Flexed to supply blocking power.

3. *Hips.* a. Squared to the line of scrimmage. b. High as possible to prevent the quarterback from having to bend over or squat down too far. The center must remember to try and keep his hips on the same plane when the ball is being snapped to prevent the quarterback from having to change his stance to receive it.

4. *Back.* a. Should be in a straight line from the hips to the shoulders.

5. *Shoulders.* a. Squared to the line of scrimmage. b. Straight.

6. *Head.* a. Up with a natural extension of the neck. b. Eyes should be looking straight up the field.

7. *Entire Body.* a. In a comfortable stance to enable the center to do his job effectively.

After the center has mastered the correct stance, then his next task is to learn exactly how to handle the ball before it is snapped to the quarterback. The ball must be placed directly under his head with the laces up. He should place his right hand on top of the ball and place his left hand on top of the rear part (for right-handed center) of the ball. Following is a description of the position the center's hands should be in before he snaps the ball.

Right-Handed Center

Right Hand. 1. The center's fingers should be placed on the right side of the lace, with his thumb on the left side of the lace. 2. The junction of the thumb and the first finger, which forms a V, should be placed near the top and directly over the lace. 3. The ball should be snapped back to the quarterback with the front (right) hand. 4. No weight should be on the right hand.

Left Hand. 1. The center's fingers should be placed on the left side of the lace, with his thumb on the right side

of the lace. 2. The junction of the thumb and the first finger, which forms a V, should be placed over the lower portion and right over the lace. 3. Body weight should be placed on the left hand forming a tripod for proper distribution of weight (both legs and left hand). When blocking straight ahead, the center should roll his weight forward on his left hand; and when blocking to either side, he should roll his weight back on both legs. We teach our centers how to roll their weight back and forth between the hand and the legs to prevent teams from using this movement as a key to the direction we plan to run.

The quarterback's techniques, like the center's, cannot be developed until this player has mastered the following stance:

Quarterback's Stance

1. *Feet.* a. Shoulder width apart. b. Comfortable position. c. Weight on the balls of both feet. d. A stagger should be used to enable the linemen to pull out without hitting the quarterback's arm, so he will be able to drop back quickly on passing plays. 3. Toes should be pointed straight ahead.

2. *Knees.* a. Slightly bent. Too great a knee bend will cause the body to dip too low. b. Relaxed position.

3. *Back.* a. Upright and fairly straight.

4. *Hands.* a. The strongest or passing hand should be placed under the center's crotch. b. The top hand should be placed under the center's crotch, wrist deep. c. Pressure should be exerted by the top hand on the spot where the center must place the ball in the automatic exchange. d. No space is allowed between the quarterback's fingers and the center's buttocks. Constant pressure must be exerted by the quarterback at all times. e. The fingers of the top hand should be spread comfortably. f. The thumb of the bottom hand should be placed in the first indentation of the thumb of the top hand. g. The lower hand should face the side in order to trap the ball. The fingers should be spread comfortably.

5. *Eyes.* a. Look straight ahead or over the defense.

After the individual stances have been mastered, the center and quarterback must coordinate their skills to perfect the operation of the automatic exchange. The quarterback should move behind the center, and adjust his stance to the center's height and stance rather than forcing the center to adjust to him. Then the quarterback should place his passing hand under the center's buttocks wrist deep. It is important that the quarterback always place his top hand in the same position so that it can serve as a guide spot to

LIST OF DO'S FOR CENTERS AND QUARTERBACKS

THE CENTER

1. The center must start with a balanced stance.
2. When taking his stance, he should have the ball under his head with the lace up.
3. The center should keep his weight on the ball with his left arm and snap it with his right arm (for a right-handed center).
4. He must look straight ahead.
5. In blocking a man in front, the center should roll his weight forward onto the down hand. In blocking a man to either side, he should roll his weight back over his legs so that he can move faster laterally.
6. The center's weight should be balanced on a tripod of the left hand and both legs.
7. The center's snapping arm's swing in the automatic exchange should resemble the swing of a clock's pendulum.
8. He must lock the elbow of the snapping arm in the exchange. If he forgets to lock the elbow, the ball will be brought straight up, short of the spot where the quarterback has his hands, and a fumble will occur.
9. The center's first job should be to snap the ball correctly and then block. Once he has learned the technique of snapping the ball, he can concentrate on becoming a proficient blocker.

THE QUARTERBACK

10. The quarterback should adjust his stance to that of the center's.
11. His hands should be put into the center's crotch wrist deep.
12. The quarterback should get the ball the way he wants it.
13. His passing hand should be the top hand.
14. The quarterback has the responsibility of riding his arms with the center's forward charge and receiving the ball at the designated spot.
15. The quarterback should receive the ball with the lace up and with his passing or top hand contacting the middle part of it.
16. He should bring the ball to his abdominal region as soon as he receives it from the center.

which the center snaps the ball. The placing of the top hand assures the quarterback that he will receive the ball the way he wants it. If an adjustment has to be made in the exchange, the quarterback always has the preference, and the center must adjust his snap to the demands of the quarterback. The quarterback must remember that the center will be charging forward to block as the ball is being snapped. Therefore, as the center charges forward to block, the quarterback must also keep his hands and arms moving forward so they will remain in the same spot to prevent a fumble.

We use the following basic rule in

Vic Rowen played at Long Island University and Davis Elkins and then began his coaching at Defiance College. He became line coach at San Francisco State College, moving up to the head spot this season.

Sam DeVito was assistant backfield coach at San Francisco State in 1957 and the following year became head coach at San Rafael, California. In 1959 he accepted the position of head coach at Diablo Valley Junior College at Concord, California.

determining the cause of a fumble between the quarterback and the center:

1. If the center gets the ball back to the spot and a fumble occurs, it is the quarterback's fault. 2. If the center does not get the ball back to the designated spot and a fumble occurs, it is his fault.

The exchange starts when the center's front arm snaps the ball back as fast and as hard as possible. His forearm should turn naturally to the inside with the elbow locked. This move rotates the ball to a position where the middle or fat part of it faces the quarterback with the lace up. The quarterback should receive the ball with his passing or top hand contacting the lace in the middle part of the ball, thus completing the exchange. Since we are primarily a passing team, we want our quarterback to receive the ball and be ready to throw at once. Thus, we do not want him, as some teams do, to receive the point of the ball in his hands and then adjust it before passing. The quarterback's hands should give slightly when receiving the ball to absorb some of the shock of the snap. He should immediately bring the ball to his abdominal region with his

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elbows in close to his body. This action does the following: 1. Hides the ball from the defense. 2. Prevents the quarterback's hands from being hit by a pulling lineman. 3. Prevents the ball from being stolen by opposing linemen. 4. Enables the quarterback to hand the ball off or get ready to pass.

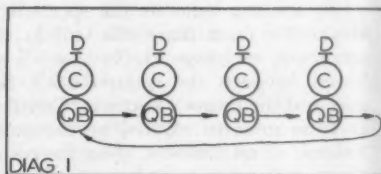
Before practice starts, our centers and quarterbacks participate in a pre-practice warm-up period especially designed to perfect the automatic exchange. The drills are:

1. We use a weighted bat just as baseball teams do. Our centers take turns holding the weighted bat in their snapping hands and rotating it with their wrists.

2. The centers and quarterbacks stand about five yards apart and just throw the ball back and forth to one another.

3. They will continue to develop wrist snap by throwing the ball back and forth to one another with one knee on the ground from a position about five yards apart.

4. The centers always wear their helmets. Then the quarterbacks and centers move together in pairs to work on the automatic exchange. We always place a man in front of our center. This player is instructed to bump him each time he snaps the ball so that he will become accustomed to being jarred while the automatic exchange is taking place. We line our quarterbacks and centers up as shown in the accompanying diagram. They move up and



down the field going through the automatic exchange.

5. After the quarterbacks and centers have worked together for awhile, the quarterbacks rotate as shown in the diagram so that each quarterback will have a chance to work on the automatic exchange with each of the centers.

6. When the centers and quarterbacks have the execution of the exchange working efficiently, full backfields are put in to run plays.

7. A good technique to use is to call all the quarterbacks and centers together and let them work on the starting cadence as a group. A coach starts the drill off by calling the cadence, and all the players involved clap their hands to the coach's cadence. Then each quarterback in turn calls the starting

cadence, and the players clap their hands to his cadence. This drill enables the quarterbacks to master the desired rhythm of the starting count.

Time spent in developing the automatic exchange should result in perfected teamwork, and this teamwork between the quarterback and the center might mean the difference between winning and losing games.

Attack Soccer

(Continued from page 62)

Our attack heading drill is shown in Diagram 5. Many opportunities are presented while a team is on the attack in which a properly headed ball could develop into a score. However, the forwards often fail to capitalize on this opportunity because they fear heading a fast, hard hit ball, or they feel incompetent in placing a head shot. Therefore, this drill has a dual purpose, one of offering confidence to the forward and another to develop the skill of placing a head ball in a desired direction, actually shooting with the head.

Position. In variation No. 1, all forwards line up to the right side of the penalty area about ten yards from the goal line in the field of play. The goaltender takes his position in the nets. The coach stands near the far goal post with a number of soccer balls. In variation No. 2, the forwards take the same position, but the coach or the player who is designated to do the kicking, takes a position halfway between the penalty area and the opposite corner flag.

As shown in Diagram 5, the forward runs toward the coach as he throws the ball directly at the onrushing forward. Then the forward heads the ball in an effort to score. He should meet the ball and turn his head in the direction he wishes it to go. The coach should stress hitting the corner areas of the goal which are difficult to defend. This drill is repeated with each succeeding throw becoming harder and faster and from both the right and left sides of the goal. In Diagram 6, the same approach is taken, only this time the ball is kicked by the coach or a teammate. This kick must be low, hard, and chest or head high. Again, approaches from both sides are made.

The previously mentioned drills are ones that we have used in practice sessions and in pre-game warm-ups during the past few years. No doubt, many variations have been and can be devised for these drills. We hope they prove to be as satisfying to other coaches as they have to us.

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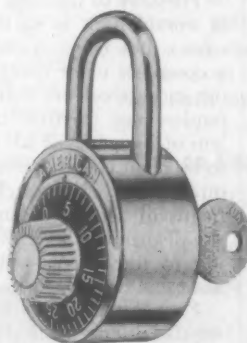
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A High School Pass Offense Versus the Gap Eight Defense

By **WILLIAM T. HAVENS**

Football Coach, Firelands High School, Oberlin, Ohio

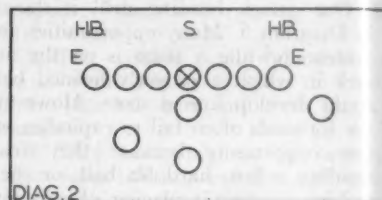
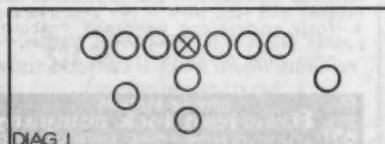
A separate passing series is needed against a gap-eight defense, because this type of defense is usually used to stop a strong running attack. Inasmuch as most teams can throw the football when they are forced to do so, the gap-eight is not often used in a passing area on the field due to its weaknesses against passes. Since there is not much room for the pass receivers to maneuver, a gap-eight is generally used anywhere inside an opponent's 10-yard line.

In our opinion, any type of over-shifted eight-man line is not actually an eight-man line. It is usually a disguised seven-man line which should not give a running game any problems provided the offensive personnel is equal to that of the opposing team.

Against a gap-eight defense, we found that our running attack and regular pass patterns, other than the quick pass, did not have time to develop. We had to find a pass offense that developed quickly and had a better chance of gaining yardage than our running offense.

The way to insure a high percentage of completions is to throw to a man who is not being covered. In order to accomplish more completions, we sent out more receivers than there were defensive men to cover them. The problem of knowing which receiver is going to be open is still present. However, the quarterback, by watching the movements of certain defensive men, has a pre-determined idea to whom he is going to throw. We will try to explain how this system works.

First, a team must be able to run its regular offense from the formation that is used for this series. We selected the formation which is shown in Diagram 1.



Alignment. A team may line up strong to the left or right; however, we recommend lining up in only one direction for simplicity.

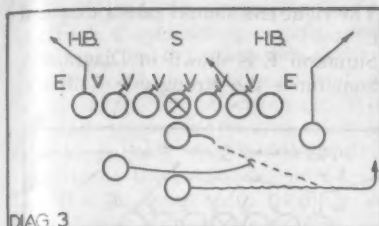
Linemen. The linemen should assume their normal offensive stance but cut down their splits so no opposing lineman can shoot the gap.

Backs. The quarterback should use regular T quarterback principles. We instruct our fullback to line up three yards behind the center. The halfback should line up two and a half yards behind the left tackle. Our wingback is told to line up two yards outside the offensive end and back as far as his heels and face in at a 45° angle.

Line Blocking. It is imperative that the interior linemen use a hard, aggressive fire-out block. We want the defense to think this is going to be a running play and want the quarterback to be able to see over the heads of the linemen. The linemen on the strong side block the man on their outside shoulder and the linemen on the weak side block the man on their inside shoulder.

The shifting of the defensive backs before the ball is snapped will determine the path of the backs, with the exception of the fullback, who will always go in motion two counts to the strong side of the field. It is important that the quarterback set up as quickly as possible behind the strong-side guard.

Following are the anticipated methods of covering our offensive maneuver from the gap-eight defense. The keys are shown in Diagram 2. The quarterback should key on the safety man, the strong-side halfback, and the strong-side end. If the safety man rotates, he should look at the weak-side



DIAG. 3

halfback. The wingback keys on the strong-side halfback or the strong-side end. The left halfback should key on the strong-side end. The left end keys on the weak-side end.

Situation A is shown in Diagram 3. If no one covers the man in motion, then the quarterback should throw to him.

When no one is covering the man in motion, the wingback should go down and out at a 45° angle.

If the strong-side end does not cover the man in motion, then the left halfback should set up a pass protection block on the strong-side end.

When the weak-side end stays on the

After lettering for three years at Baldwin-Wallace, William Havens began his coaching career as line coach at Kenton, Ohio. The following season he served as head coach and last season moved to Amherst, Ohio as line coach. The Amherst team produced an 8-1 record with a defensive average of 8 points per game. This past summer he was signed as head coach at Firelands High School, Oberlin, Ohio.

line of scrimmage, the left end should go down and out at a 45° angle.

The right end should always take a diagonal cut.

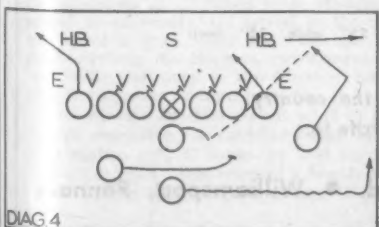
Diagram 4 shows situation B.

When the strong-side halfback covers the man in motion, and the safety man does not rotate, the quarterback should throw to the wingback.

If the strong-side halfback covers the man in motion, then the wingback takes a 45° cut out and a 45° cut back over the middle.

The left halfback should set up a pass protection block on the strong-side end when the strong-side end does not cover the man in motion.

If the weak-side end does not move



DIAG. 4

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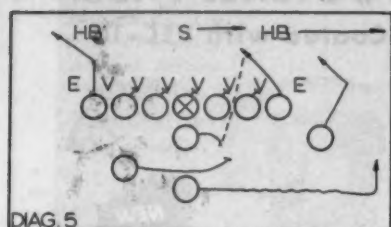
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off the line of scrimmage, the left end should use a down and out pattern. The right end should take a diagonal cut.



DIAG. 5

Situation C is shown in Diagram 5. If the strong-side halfback covers the man in motion, the safety man rotates to the halfback's position, and the weak-side halfback does not rotate, then the quarterback should throw to the right end.

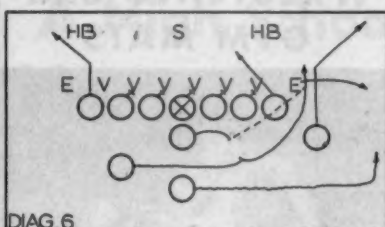
When the strong-side halfback covers the man in motion, the wingback should take a 45° cut out and a 45° cut back over the middle.

If the strong-side end does not cover the man in motion, then the left halfback should set up a pass protection block on the strong-side end.

When the weak-side end does not move off the line of scrimmage, the left

end should take a down and out pattern.

The right end should take a diagonal cut.



DIAG. 6

Diagram 6 shows situation D.

When the strong-side end covers the man in motion, and if the strong-side halfback stays home, then the quarterback should throw to the wingback.

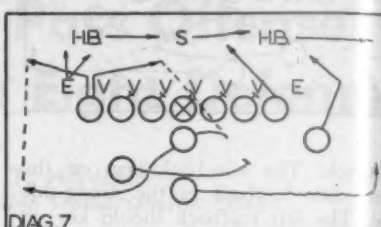
The wingback should take a down and out cut at a 45° angle when the strong-side end covers the man in motion.

If the strong-side end covers the man in motion, the left halfback should fake a pass block and slide on out for a short pass.

When the weak-side end does not move off the line of scrimmage, the left end should take a down and out pattern.

The right end should take a diagonal cut.

Situation E is shown in Diagram 7. Sometimes the strong-side halfback,



DIAG. 7

the safety man, and the weak-side halfback will rotate to the strong side and the weak-side end will drop off the line of scrimmage. If the weak-side end lines up to the outside of the left end, then the quarterback should throw quickly to the left end over the middle. When the weak-side end lines up head-on or to the inside of the left end, the quarterback should roll out to the left and either pass or run.

If the strong-side halfback covers the man in motion, the wingback should take a 45° cut to the outside and then cut back at a 45° angle over the middle.

When the strong-side end does not

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cover the man in motion, then the left halfback should set up a pass protection block on the strong-side end.

Sometimes the weak-side end will move off the line of scrimmage. When he lines up outside end, the left end should go over the middle and cut quickly. If the weak-side end lines up head-on or inside end, then the end should take a down and out cut.

The right end takes a diagonal cut.

If an opposing team's gap-eight defense can be destroyed, then they will have to use a defense that they do not want to use or one that the offensive team will be able to run against more effectively.

Although practically anything that is drawn up looks good; however, after using this offensive series successfully against the gap-eight defense, we feel it has added tremendous punch to our scoring plays.

Shooting Accuracy

(Continued from page 34)

members of the small-basket group attempted 165 free throws of which 113 were successful (68.5%).

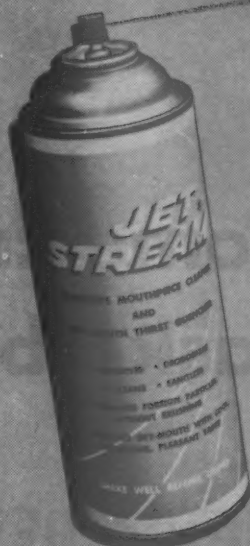
The results obtained in the study indicate that practice in shooting at small baskets (diameter=15 inches) improves accuracy in shooting at official baskets more than does practice in shooting at official baskets. The superior improvement made by the small-basket group at stations 7, 8, and 9 is probably a reflection of the fact that for a given angle of error the distances by which a shot misses the center of the basket varies directly with the distance from the basket to the spot from which the shot was taken. Thus, increased accuracy in shooting is more critical to success in shooting long shots than in shooting short shots.

It should be emphasized that the small baskets used were, except for the diameter, exact replicas of the official baskets. Targets that consist of inner rings superimposed on the official baskets present visual cues to the shooter which differ from the cues presented by official baskets.

Louis Alley has coached and taught physical education at all levels from elementary school to university. He served in the navy and spent a year under the Fulbright program advising the Burmese government. He was made chairman of the Physical Education Department at Iowa last year.

Paul Maaske coached eleven years in high schools compiling the enviable record of 272 wins against only 37 losses. In 1960 he guided his Cornell College team to a fourth place finish in the NCAA Small College Tournament.

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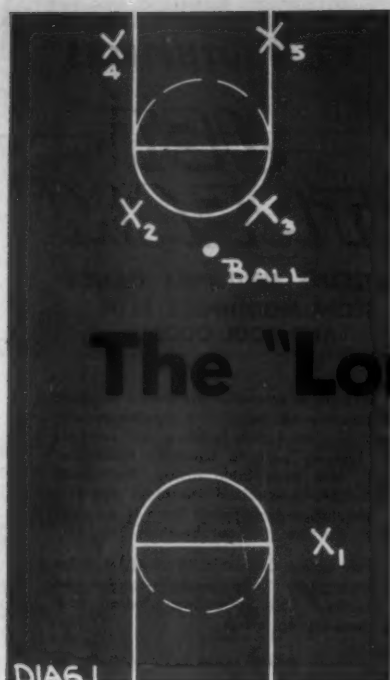
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FAST TRACK

By **RAYMOND BOTTOM**
Basketball Coach, Custer High School, Monroe, Michigan



The "Lonesome End" Basketball Offense

LAST season several coaches in Michigan began experimenting with an offense which might be termed basketball's answer to football's *lonesome end*. The basic setup as shown in Diagram 1 allows only four men to go down the floor on defense, while the fifth man remains under his own basket.

The four defensive men protect their basket with a four-man or box zone.

Many coaches will probably feel that there is nothing new about this offense. They will say it is the *sleeper* or

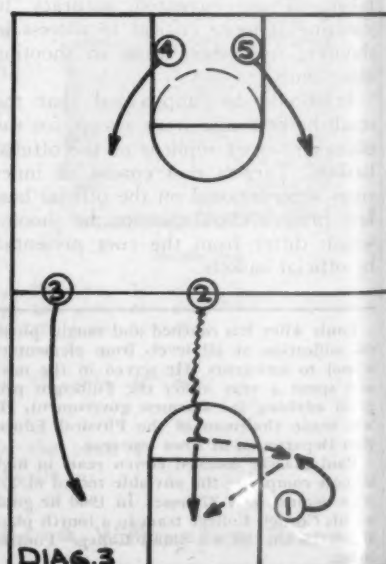
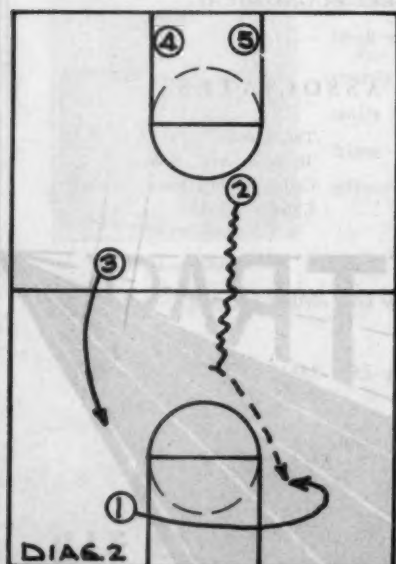
snowbird where an offensive player slips behind the defense and gets an easy lay-up. However, there is quite a difference between the *lonesome end* and the *sleeper*. When using the *lonesome end*, the player stays down the offensive court for the entire game and makes no attempt at deception. As such, he poses a constant offensive threat. On the other hand, his team is weakened on the defensive court. As can be expected, games in which the *lonesome end* is used are usually run and shoot, high-scoring affairs.

While the *lonesome end* can be used with any type of personnel, it is especially advantageous if the coach has a player who is strong offensively, but is weak on defense. It is also excellent in the case of the occasional heavy boy who is a good shot, but is too slow to play fast break basketball, or one who loses his effectiveness when forced to go at top speed throughout an entire game. Many of the players we saw in the *lonesome end* position were brawny boys who looked as if they had come straight from a tackle or guard position on the football team. The player who does best in this position is one who has a good short jump shot, drives well, and is big and strong enough for effective rebounding.

While the *lonesome end* is primarily an offensive setup, it is not without defense. Many coaches use the *lonesome end* as the fifth man on a pressing man-for-man. When the opponents get the ball across the center line, he drops

back under his basket while his teammates fall into a box zone. Other coaches use the *lonesome end* as the middle man on a full court zone press. As is the case in the man-for-man press, he drops back under his basket when the opponents get the ball across the center line. If a coach decides to go strictly with a box zone, the *lonesome end* is down the floor to harry the opposing guards until they get the ball across the center line.

It is the offensive punch a *lonesome*



Graduating from Western Kentucky in 1951, Raymond Bottom coached for three years at Trenton, Kentucky before moving to Botkins, Ohio. In 1958 he assumed his present position. During nine years of coaching his teams have won four league titles and been second on three other occasions.

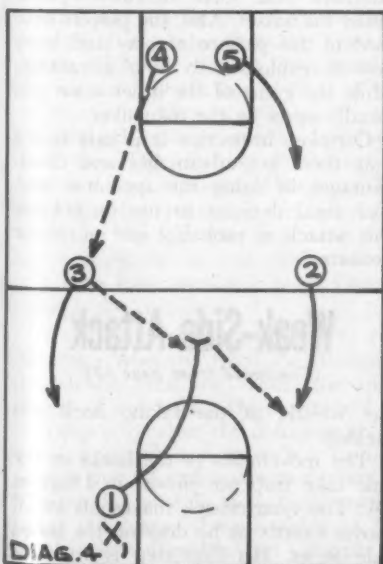
end generates which makes it worth considering. If his team can get the rebound, a fast break is assured by using a *lonesome end*. He sets up an outnumbering situation in which there is always a three-on-two, four-on-two or four-on-three. Since there are only four men on defense rarely does a three-lane fast break develop. The most common will be a two-lane with a middle man and one on the side. However, the *lonesome end*, in perfect position to see the fast break develop, moves to the lane that is not occupied as shown in Diagram 2.

When a coach begins to use this offense, the players will be tempted to throw the ball the length of the floor on every rebound. There are times when this maneuver will work. However, it is not set up with the long pass in mind, and the players will soon learn a fast break can develop, even when a defensive man stays down the floor to guard the *lonesome end*.

Diagrams 3, 4, and 5 show some of the fast break patterns which develop from this offense. On experimenting, the coach who uses it will find many more.

As shown in Diagram 3, O2, the middle man on the fast break, passes the ball to O1, the *lonesome end*, takes a return pass, and goes in for the lay-up.

In Diagram 4, X1 has stayed down



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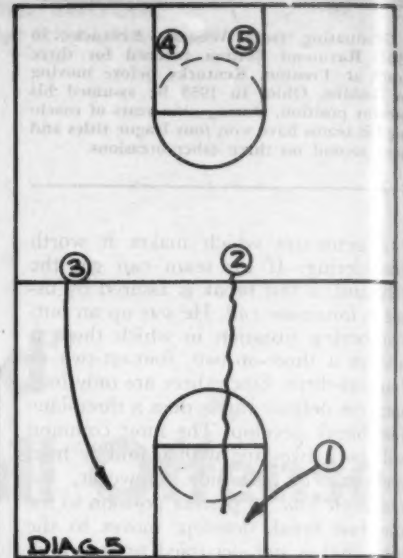
the floor to guard O1. O1 breaks up near the center line, takes a pass from O3, and feeds off to O2 who is cutting on the other side.

In Diagram 5, O2 goes all the way in on a dribble, and O3 and O1 follow in for the rebound.

In the case of the coach who cannot bring himself to go all the way with a *lonesome end* and gamble on a box zone defense, there is an alternative in which he sends all five players down on defense and then breaks a guard down the floor when the opponent shoots.

However, the personnel requirements are much different here, in that he will need a fast player who is in top physical condition. Of course, he can switch different players to this position as the game progresses, but it is not as effective offensively, because the breaking guard is not in position to see the fast break developing up the floor and often he does not have time to get in the best shooting and rebounding position.

Many defenses were used against the *lonesome end*. Some coaches sent all



five players down the floor to work against the box zone, breaking a guard on a shot to cover the *lonesome end*.

This procedure was not very effective. The *lonesome end* managed to get loose for many shots before the guard could go down the floor to cover him. It was very tiring on the defensive man, and since he was usually smaller than the player he was guarding, he found it hard to cope with the *lonesome end's* height.

The most common defense was to keep a player down the floor guarding the *lonesome end* at all times, sending four offensive men against the four-man box zone. This became a matter of matching players, which was usually to the advantage of the coach using the *lonesome end* since he had his strong offensive and weak defensive player under his basket. Also, the players were used to this pattern of play and knew how to exploit it to their advantage, while the game of the other team was usually upset by the maneuver.

On close inspection it is easy to see that there are advantages and disadvantages in using the *lonesome end*. The final decision to use or not use this attack is probably one of player personnel.

Weak-Side Attack

(Continued from page 32)

the whistle as the faking back was tackled.

The movements of the backs on the ride fake trap are shown in Diagram 2A. The quarterback makes his initial moves exactly as he does on the inside ride series. His first step is with his

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After competing at Rider College, Harry Gamble was signed by the Philadelphia Eagles but was called into the service before the season started. His first coaching assignment was as an assistant at Clayton, New Jersey. He moved up to the head coaching position in 1955. Gamble accepted his present position three years ago.

right foot, and he makes an effort to step back as far as possible toward the fullback in order to maintain his ride with the fullback as long as possible. The second step is made with the left foot and completes the ride. On the regular ride series emphasis is placed on the closeness of the fullback and quarterback on the ride. The fullback's inside shoulder should rest against the quarterback's chest as the quarterback's head and shoulder protrude slightly over the fullback's back. It is this closeness between the quarterback and the fullback as well as the length of the ride which makes the inside ride series a difficult offensive maneuver to defend against.

On the fake ride trap the quarterback, fullback and left halfback all make the same moves they execute on the inside ride series. The only difference is that the ride of the quarterback and fullback is slightly abbreviated. In addition, on the snap of the ball the flanker back who has lined up between one and one and one-half yards outside the end (depending upon his speed) starts back toward the spot where the fullback was positioned before the play began. He starts by stepping with his inside foot, followed by the opposite foot, followed by another step with his starting foot. On this step he plants his foot and breaks behind the diving fullback. The quarterback, because of the abbreviated ride, retrieves the ball from the fullback a split second sooner than he does on the ride off-tackle. Then he hands off to the flanker back crossing behind the fullback but in front of the quarterback. After the hand-off, the quarterback carries out a drop-back pass fake. The blocking on the line is standard trap blocking (Diagram 2B).

If for any reason the quarterback feels that the fake ride trap cannot be run successfully, he can choose one of two more basic weak-side plays. One of these is the cross-buck.

We instruct the quarterback to run this play when he finds the defensive linebackers reacting with the first moves of our backs. He is also told to run this play when the defensive alignment is overshifted in such a fashion that it provides adequate protection in the middle as well as to both outside areas but leaves the off-tackle to the weak side vulnerable. An example of

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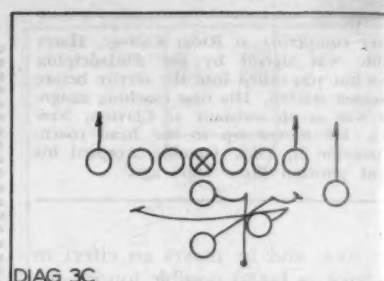
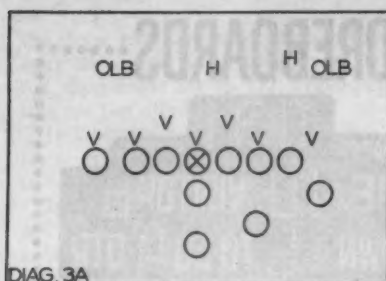
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this type of defensive variation is shown in Diagram 3A.

The cross-buck which we use is far from new. It has long been a standard play of the tight T formations which were common throughout the 1940's (Diagram 3B). This play is run from a strong right formation (left halfback right) to which the defense invariably overshifts. The quarterback reverse pivots holding the ball between his right hand and mid-section while he executes a bare-handed fake with his left hand. The fullback makes a good off-tackle fake. On the hike, the right halfback takes a one-step fake to his right, pivots, and crosses behind the fullback. His first two steps are parallel to the line of scrimmage. His next several steps carry him on an angle through the off-tackle

lane. After handing the ball off, the quarterback continues to drop back for a pass fake.

We would like to say that we have found this to be an excellent fake from which to execute a pass play. It is possible not only to fake a run, but also to maintain cup-like blocking (Diagram 3C).

The third and final play which constitutes our weak-side series is the wide reverse left. The play is designed primarily to be run wide to take advantage of any weakness outside away from the flanker which has been created by a severe overshift. However, the ball-carrier has the option of going off-tackle if the blocking warrants such a move.

The initial movement of the back-

field on this play is exactly the same as it is on the power sweep. The pre-hike formation is open right (right halfback flankered right). The quarterback, after receiving the ball from center, steps out and back with his right foot in approximately a 180° turn. His next step is a cross-over with his left foot. Here he hands off to the left halfback who is moving to his right. After the quarterback hands off, he continues back and out in a deep bootleg fake pass maneuver.

On the hike, the left halfback starts with an open step (right foot to the right) to his right moving parallel to the line of scrimmage as fast as possible. He receives the hand-off from the quarterback in the standard style used by most teams which has the inside arm

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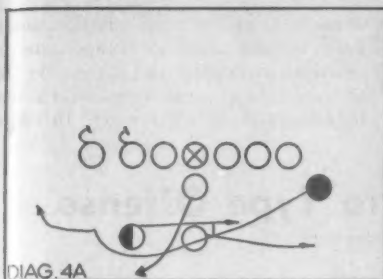
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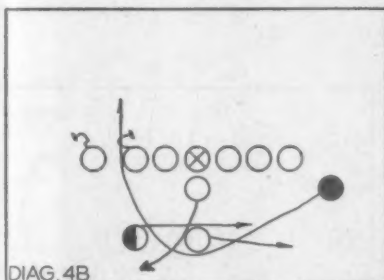


up and across the upper mid-section and the outside arm underneath and across the lower mid-section.

As soon as the ball is placed in the left halfback's mid-section, he gains full control of it by sliding the hand of his lower arm under the ball and keeping his upper arm hand firmly but not tightly on top of the ball.

Before the play began the flanker back (right halfback) was aligned one to one and one-half yards outside the right end, and one yard deep. As the play starts, he takes an open step with his left foot out and back in a direction which takes him to his left and away from the line of scrimmage. His angle from the line of scrimmage is one that should lead him one yard deeper than the halfback who has the ball.

As the two cross, one behind the other, the ball-carrier now has the ball gripped firmly in the hand of his lower arm and hands off to the flanker in natural hand-off procedure. The flanker back takes the ball in the standard



receiving position previously explained.

The fullback, on the hike, moves laterally to his right as he does on the power sweep. After the exchange, both the fullback and the faking halfback continue to carry out their sweep fake.

The flanker is taught that after receiving the hand-off he should dip in slightly toward the off-tackle lane. At this point he determines whether he should run off-tackle or outside depending upon the block being executed by the end at the point of attack. Our offensive end attempts to hook block the opposing defensive end. We feel the slight dip toward the off-tackle



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lane by the ball-carrier will help make the end's block easier. However, if the defensive end has definitely committed himself to the outside, then the ball-carrier will carry his initial dip move to completion and continue off-tackle (Diagrams 4A and 4B).

As stated previously, the original intention in including this play in our repertoire was to provide a wide weak-side play. However, from the beginning, the ball-carrier was given the option of going off-tackle or wide as the situation dictated. Through the years this play has been run wide as much as it has off-tackle and each variation has enjoyed considerable success. We feel that the option on the part of the ball-

carrier has made the play a more consistent ground-gainer.

As we mentioned, this is not our complete weak-side running attack. In our opinion, any team that uses the

winged T as its basic offense should have certain plays to compensate for defensive overshifts and should be able to exploit any weaknesses which may be presented by a defense of this type.

Strategy for a Pro Type Offense

(Continued from page 18)

the following reasons:

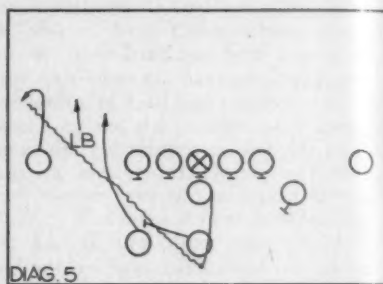
1. If the defensive halfback is loose, as he is in a zone, the flaring back widens the outside linebacker and the inside linebacker must widen rapidly to cover the hooking man. The hooker can look for an open spot, either out-

side or inside this linebacker.

2. If the halfback plays tight, a pass to the deep flaring back is often open.

3. The pass is easy to throw and catch, and except for the deep flare, requires a minimum of protection.

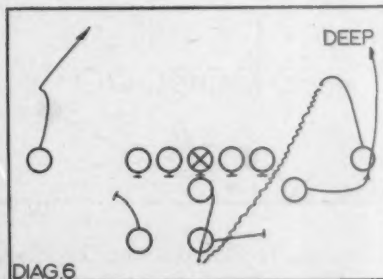
If the halfback plays loose and/or too far inside the open man, the sideline pass is most effective (Diagram 5). This pass is fundamental because:



DIAG 5

1. It forces the halfback and linebacker to play wider than is necessary on any other pass.

2. It is difficult to cover and hard to intercept.



DIAG 6

3. It is the best time-saver, because the receiver is usually able to step out of bounds.

A few deep patterns are necessary in order to keep the defense honest. The deep flare has been mentioned. Next would be a post pattern which places the maximum amount of pressure on the typical single safety setup (Diagram 7).

When adding a deep pattern, take-offs on successful patterns should re-

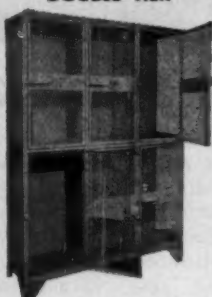
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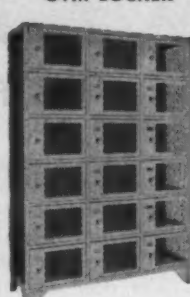
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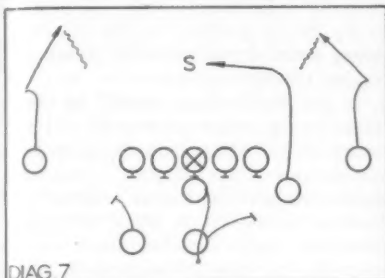
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ceive first consideration. The post pattern starts from the same point of operation as the sideline pass and should appear to be the start of a sideline pattern. A simple deep pattern, with the open man attempting to outrun his man, should be included especially if good speed is available. This deep pattern can also appear to be the quick pattern for a few steps.



Action passes are a subject in themselves but they serve as a check for running plays and will throw off certain types of secondary keys.

The reason the deep secondary is considered first is because a weakness there can obviously be exploited to better advantage, and because it is relatively easy to pick up the alignment quickly. Since it is more difficult and more dangerous for the defense to vary the play of the deep secondary, the pre-snap alignment is usually more helpful than the pre-snap alignment of interior linemen and linebackers.

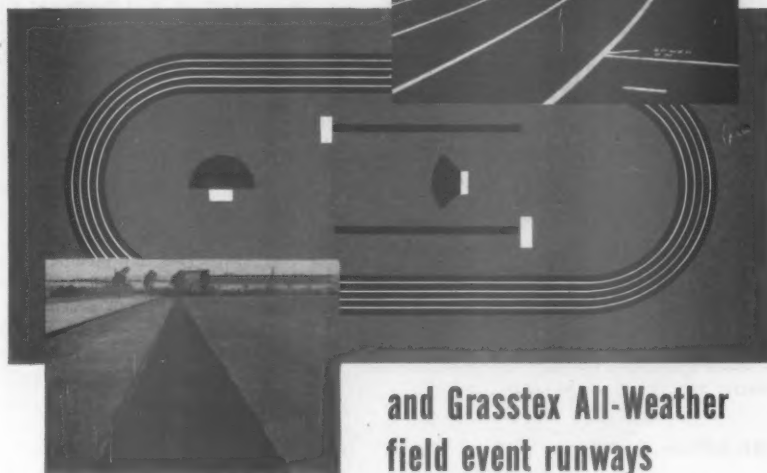
The four deep setup is more typical in the professional game but is becoming popular at the college level. According to the checking system, it would be apparent that both halfbacks had help and would indicate that fewer men were defending against short passes and the running game.

Step 3. Check the interior linemen and linebackers. When the outside linebackers and the deep secondary have been spread, the number of interior men is reduced to five or six, thus limiting the variations the defense might use.

The checking procedure should start with the flanker side and go across the line progressively to the opposite side. Again, personnel should always be the first consideration. After this consideration and the alignment check-up, we have a general method of attacking a given defense or style of defense. Many factors go into the type of interior plays. Trapping, quick-hitting, power, and deception are four guides to consider in formulating an attack but the emphasis will vary with

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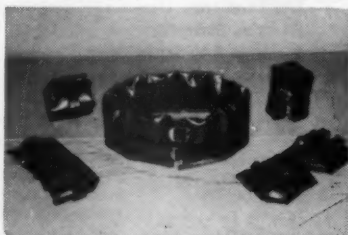
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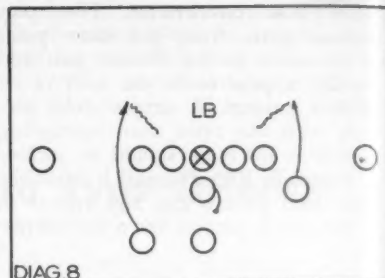
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DIAG. 8

every team. Personnel will govern any major offensive plan.

A few basic points should be considered to tie this final step in with the others: 1. Use basic running play principles, and if the defense is bunched, go outside and vice versa. 2. If only one interior linebacker is being used, give him two quick men to cover on an over-the-line pass (Diagram 8). The hook pass is also effective. 3. Badly located linebackers should be tested. The most common example is the linebacker who plays almost on the line of scrimmage — he can do a great deal of damage to the inside attack if he is not kept honest.

The passing game becomes more important in the strategy involved in this offense, because its basic premise is to cause the defense to spread to cover the pass. Many coaches instruct their teams to pass sparingly due to the risk of interception. This risk can be greatly reduced by proper training and an emphasis on the shorter passes. The interceptions on the short passing game should be no more damaging than the fumbles on running plays. The chance to exploit the general tendency to give the short pass and to run against a well-spread defense make the use of this offense well worth considering.

Defensive End Play

(Continued from page 40)

spot from which he will do the punting. This maneuver will prevent a *roughing the punter* penalty.

- G. When the end reaches the punting zone, he should cross his arms to keep from being hit in the face.

Swimming

(Continued from page 40)

speeds his body lifts up in the water, much as a water skier rises as his speed increases. This rise is caused by the increased resistance under the swimmer at the higher speeds. His mechan-

ics are once again changed.

3. His breathing is changed at the higher speeds because his body level is higher, the trough of water at the bottom of the bow wave becomes deeper, and he does not have to turn his head as far to breathe.

Our swimmers do no long, low, easy swimming. We find that they develop improper stroke mechanics such as a glide in the arm stroke and drop their elbows before the start of the pull. Frequently, their breathing is delayed. There is also a tendency to *let go of the water* or bend their elbows excessively at the end of the stroke.

When swimming the butterfly, they tend to delay their arms up front and to develop a glide stroke. Our swimmers never swim the butterfly over 440 yards and seldom go this distance. Most of their training in the butterfly is at the 50-, 100-, and 200-yard distances. They must use a continuous stroke and breathe every second stroke.

A swimmer tends to do in a race what he has learned in practice. This being true, a swimmer should try to simulate the mechanics he will want to use in the race. He cannot do this by swimming slowly.

As a person trains, his body physiology changes. The body adapts to the stress placed on it by the exercise. His heart becomes stronger and more efficient, and his muscles become stronger and fatigue less easily. Many subtle changes such as the hemoglobin content of the blood, the buffers in the blood that neutralize the lactic acid created by exercise, increase in amount. In addition, the lungs become more efficient.

The term *stress* has a connotation of harmfulness. This is unfortunate since stress must be placed on the body in the form of exercise before any level of physical fitness or conditioning can be achieved.

The real problem involved in determining what type of training program to use to achieve maximum fitness is whether it is more desirable to:

1. Place several prolonged periods of mild or moderate stress on the body as is done when swimming long distances at a slow or moderate pace.
2. Place many short periods of extreme stress with a short period of rest between each as is done when using the interval training method.
3. Use a combination of the two methods described previously.

In setting up our swimming training program at Indiana University, we have leaned very heavily toward the second method but still have our swimmers do some overdistance swims.

George Breen and Alan Somers, in training for the Olympic 1500 meters

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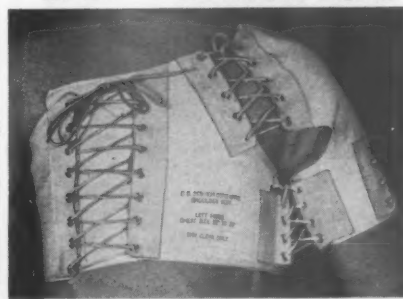
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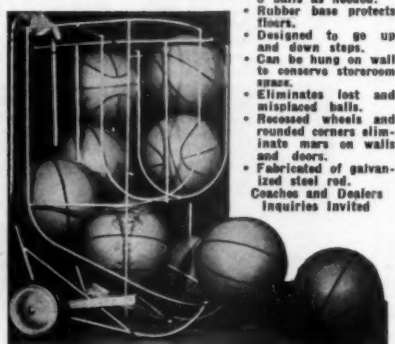
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race, swam only two 1500 time trials all summer. Most of their repeat swims in practice were made at the 400 meter distance or shorter. Frequently, they did as many as eight 400 meter time swims in one day.

To show how interval training can be applied to a swimmer's workout, we are outlining several of our workouts.

Monday: 1. Warm-up 200-yard swim. 2. Time a 440-yard kick on the board. 3. Time 5 — 100-yard kicks, starting every 3 minutes. 4. Time a 440-yard pull with a tube wrapped around the ankles. 5. Time 5 — 100-yard pulls starting every 3 minutes. 6. Swim 30 — 50-yard swims starting every minute.

For convenience we work our swimmers in two waves, one at each end of the pool, and all of the repeats, swims, kicks, and pulls are done *on the watch*. The boys time themselves on two large wall clocks. If they are doing 50's at the beginning of the year, they start a 50 each time the second hand hits zero. If a boy swims free-style, he may go around 30 seconds for the 50. Thus, he has 30 seconds in which to rest before he begins another 50. If he swims the breaststroke, he may go around 40 seconds, and only have 20 seconds to rest before he starts again. As the year progresses, we shorten this period of rest by having him start a 50 every 55 seconds, then every 50 seconds, and finally every 45 seconds.

By alternating waves of swimmers in opposite ends of the pool and by synchronizing the watches in various patterns, maximum use of the water can be obtained. While one wave is swimming, the other is resting. Frequently, both groups are swimming.

Practically all of our swimmers do almost identical workouts. However, the workout used by the distance free-style swimmers consists of longer repeat distances.

Sample Workouts (working with two waves).

Tuesday: 1. Warm up 500 yards-10 minutes. 2. Ten-100-yard kicks — 30 minutes — starting every 3 minutes. 3. Ten-100-yard pulls — 30 minutes — starting every 3 minutes. 4. Ten-100-yard swims — 30 minutes — starting every 3 minutes.

Wednesday: 1. Warm up 200 yards — 6 minutes. 2. Kick 440 yards — 16 minutes. 3. Kick 5-50 yards — 8 minutes — starting every 1½ minutes. 4. Pull 440 yards — 14 minutes. 5. Pull 5-50 yards — 8 minutes — starting every 1½ minutes. 6. Swim 1-200 yards — 6 minutes — rest 3 minutes. 7. Swim 4-100 yards — 12 minutes — starting every 3 minutes. 8. Swim 16-50 yards — 16 minutes — starting every minute.

It is obvious that the use of this type of workout permits an unlimited number of combinations. The swimmers may become fatigued but there is not much chance for boredom.

An important factor in this type of workout is that the interval of starting each repeat swim is controlled. The workout can be finished in the allotted time.

Some questions and answers on the best type of interval training workout are as follows:

1. How much rest should be allowed between each repeat swim? In our basic workout we allow enough rest between repeat swims to let another wave of swimmers working from the opposite end of the pool swim their repeat swim. This usually works out to be 15 to 30 seconds' rest between 50's, 1 to 1½ minutes' rest between 100's, 3 minutes' rest between 200's and 6 minutes' rest between 400's. As the season progresses, we attempt to shorten this rest period. When two waves are involved, there is a limited amount of time by which the rest period can be shortened.

The less the amount of rest, the slower the repeat will be, and soon the swimmer will lose the benefit of being able to swim at or near racing speed. Sometimes a longer period of rest is allowed between repeat swims to permit the swimmer to go all-out.

2. At what distance should a swimmer do his repeats? A swimmer should do most of his repeat swims at under-distances. We concentrate heavily on 50's and 100's, since most college races are at the 100- and 200-yard distances. Our swimmers concentrate on doing most of their repeats at one-quarter and one-half of the distance at which they will compete.

3. How many should he do? We instruct our swimmers to try to do at least half of the daily workout in repeat swims. If the total workout is two miles, they try to do one mile of repeat swims. This would mean: 36-50 repeat swims; 18 to 20-100-yard repeat swims; or a combination such as 1-400, 2-200's, and then 18-50-yard repeats.

4. Should the kicking and pulling also be done in the interval training method, Approximately half of our kicking and pulling are done in the interval training method.

5. Should this type of workout be used the year around? We do not use this workout every day. Occasionally, it is well to get away from the watch, so our boys might do a series of swims, kicks, and pulls at 400 yards, controlling neither the speed nor the rest interval.

6. How hard should the swimmer swim each repeat? We give each swim-

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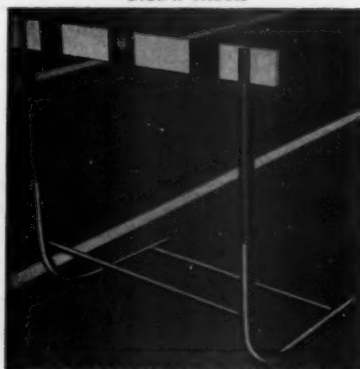
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mer an average time to work toward. It is under his top speed, but is at a fast speed. For example, Mike Troy swims an all-out butterfly — 50 yards in 24 seconds. When doing 30-50-yard repeats with 30 seconds' rest, he will try to go 28 seconds for each 50. The first few 50's can be done easily at this speed. The next few become harder, and at the end he must swim all-out to make this speed.

Tradition and habit are insidious. They can be the greatest detriments to progress in any area of endeavor. A person who is afraid to experiment and try something new, because he might be wrong, can count on being left at the marks.

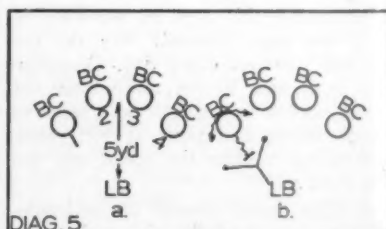
Unless coaches who are using the old, conventional method of training have a few world record holders on their team, we would recommend that they try interval training.

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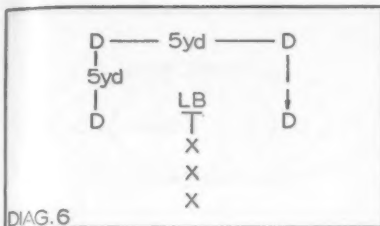
(Continued from page 31)

center, ten yards downfield, and the other two are placed about three yards outside the end's position (Diagram 4). The guards show pass and our linebackers attempt to get directly in the middle of their zone so they may react to a pass to the outside or the middle. The quarterback is instructed to throw to a man if the linebacker does not go straight to his spot. We have the linebackers drop back on a proper angle to their hook spots, facing the quarterbacks, with their hands over their heads. It is our feeling that if the quarterback is throwing in their vicinity, he will have to throw over their arms, and the ball might be knocked down or intercepted if he is off his mark.

One of our best hitting and tackling drills is the 1, 2, 3, 4 drill (Diagram 5). Four blockers are placed in a semi-circle about three yards apart, and behind each blocker is a ball-carrier. The linebacker is placed five yards directly in the middle of this semi-circle. As a number is called out, the blocker and ball-carrier advance at the linebacker. The linebacker must meet the blocker with a coordinated arm foot movement, get rid of him, and then tackle the



THE ATHLETIC JOURNAL



ball-carrier. This drill can be run at any speed. It is not a long drill, about twenty-five seconds being enough for each linebacker.

The bull pen (Diagram 6) is another good drill to use in teaching linebackers how to react to being hit and how to meet an offensive charge with proper foot and arm movement. A linebacker is placed in the center of a five yard square, and facing him is a single file of linemen five yards away. On a given command they move forward and attempt to block the linebacker out of the pen. In the beginning, the intervals can be spaced to allow proper recovery, but as the season progresses the linemen should really pour in and try to knock the linebacker out. When those big linemen come pouring in, being able to stay inside of the pen is a matter of pride on the part of the linebacker. This drill is used until the first game. After the season gets underway, it is used only at the request of players who are not on the first two squads.

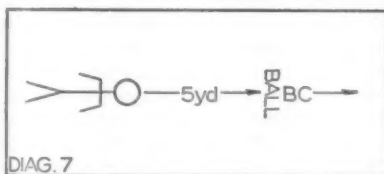
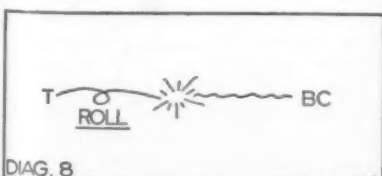


Diagram 7 shows the back-to-back tackling drill that is used for the linebackers. A tackler assumes a prone position with his head pointed toward the ball-carrier. The ball-carrier is five yards away with a ball at his heels. His back is turned to the tackler. At a given command, the ball-carrier turns and picks up the ball, and the tackler moves from his prone position to make the tackle. This is a good scramble drill and emphasizes the second effort.

A shoulder roll tackle drill (Diagram 8) is also used. The ball-carrier



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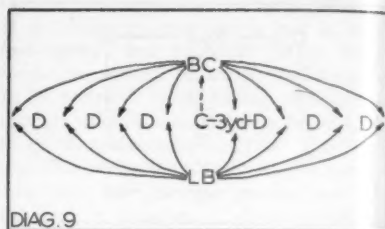
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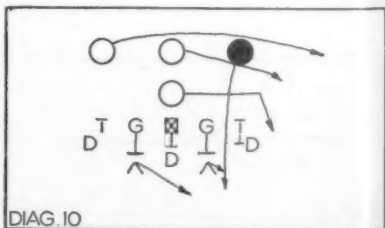
DIAG. 9

and tackler line up ten yards apart. Then the tackler starts the drill by doing a shoulder roll. When this happens, the ball-carrier starts forward. The tackler must recover and get in good position to make the tackle.

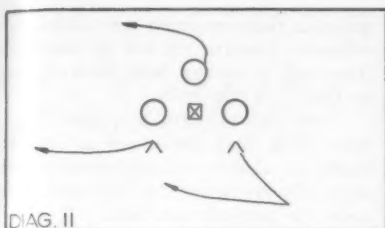
Another good tackling drill which emphasizes the proper placement of the head and getting the linebacker's body into proper position when tackling from the side is our dummy drill (Diagram 9). Six dummies are placed along the line of scrimmage about three yards apart. We have an offensive center and a ball-carrier. The ball is snapped and the ball-carrier may run either to his left or right or cut up the field in between any of the dummies. The linebacker must get into a proper angle of pursuit and not overrun the ball-carrier.

There are many tackling drills which may be used to teach the linebacker proper reaction, where to put his head, etc. All coaches have drills which they feel are the best for the type of defense they are using.

The previously mentioned drills helped us solve one of our biggest problems in teaching a linebacker to meet the straight-ahead charge of the offensive guard, shed him, and make the tackle on the dive play. But we also found that these drills are limited in that the linebackers were not forced to operate along a line of scrimmage, supporting not only their positions, but also those of the tackles, ends, and outside. In other words, we were not placing pressure on the linebackers. Then we started to use a variation of the mirror drill (Diagram 10) but used a full backfield, an offensive center, guards, and a tackle. Our linebackers were allowed to line up over the guards or tackles. The linemen who were not covered by a linebacker had stand-up



DIAG. 10



dummies placed in front of them. Then all the plays were run at the linebackers and the coaches were able to concentrate on their reactions.

A modification of the pursuit drill is used to teach our linebackers the proper angle of pursuit against rushing patterns and proper coverage against the play type pass. The offensive set is the same as that used in the mirror drill, but we have our quarterback rolling out to either side (Diagram 11). Thus, we are able to check the angles taken by linebackers. Later on the defensive line is added and we work on team pursuit. As more defensive linemen are added, more offensive linemen are also added.

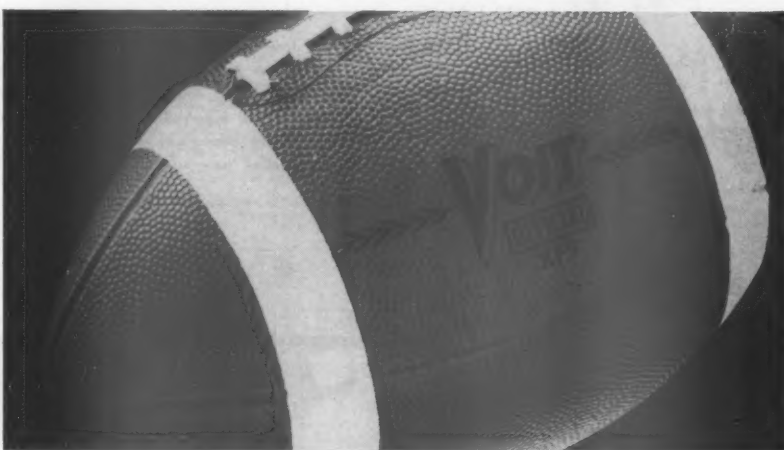
The most important part of teaching comes when the team stunts and adjustments must be worked in. We have the team work as a group before and during practice. An entire offensive team works on the offensive sets which our next opponent is likely to use. As the offensive team breaks their huddle, the quarterback is asked to call the proper defense and the proper defensive adjustment for the tactic situation and offensive set. This is called our check drill.

We have a defensive schedule and follow it closely. On Monday the coming opponent's offense and various sets are introduced. Then the linebackers work with our line in making adjustments. This period is also used for call-offs. By call-offs we mean that the team is working against different offensive sets and the linebackers, after lining up in one defensive alignment, shift to another or go to another coverage. This period is also used to have the team walk through the stunts scheduled for the coming week. Remember, during this period the coach must be aware of sloppy stances, charges, proper alignment, etc. The check-off drill is also worked on sometime during this period.

Tuesday the team works on the punting game, both receiving and kicking. A tactical situation is always presented during these drills. Wednesday is devoted to work on goal line defenses, making the necessary adjustments to breaks, etc. Early in Wednesday's practice the rushing patterns are run against the line and linebackers. Later in the



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practice the containers are added and offensive patterns are run against them. The ball is moved both laterally and vertically in the field.

The check-off drill is run on Thursday. This drill serves as a constant check on alignments, adjustments, and especially to make the linebackers realize the tactical situation.

Although the first responsibility of our linebackers is to play run first, they must be in position to support our pass defense by getting back to the hook zones. Therefore, they are included in the drills with the containers. They run the drills with the containers using the wave, running backward, catching the ball, and the tip drill. The linebackers also work with the containers when the opposition's pass patterns are being run. They receive practice in dropping back to defend against the drop-back passes, play type passes, and moving out into a defensive adjustment to practice chucking the offensive ends. In addition, the linebackers learn to work as a unit with the containers by talking it up and calling pass cuts.

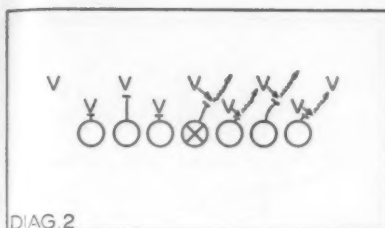
These drills and organizational ideas are the result of reading the many fine books available and attending clinics. The basic steps in organization are listing the needs of the team, selecting the best drills, and then finding time to carry out the practice schedule.

Stunting Defense

(Continued from page 24)

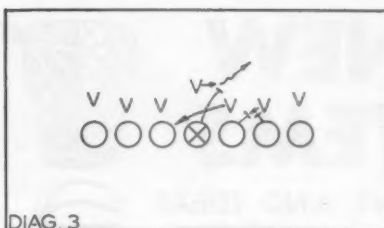
is usually the distance needed for adequate stunting. The stance of a defending lineman is important, because any leaning may be indicative. If his weight is well back, the defender is in good position to move laterally and may well do so. It would be difficult to analyze the defensive intent with only one of the named indications, but any combination of them certainly could mean something. Many teams show a number of intentions thus making diagnosis possible and extremely valuable.

Certainly the key to any offensive success is the ability of the players to make solid, sustained contact with the opponent. Herein lies one of the best methods of dealing with any stunting defense. If the attacking team can make contact before the opponent is able to disengage himself, any defensive maneuver will be interrupted or completely destroyed. The very fitting term *get off* is a tremendous tool. And, of course, vertical type blocking best facilitates this maneuver as contact is made spontaneously across the entire front. Stunting is best attacked before it can be started or after it is completed. Teams



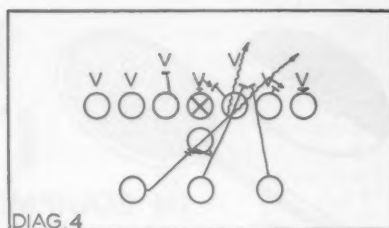
that utilize vertical blocking must catch it early and sustain their blocks. The best technique is to drive the defender in the direction he is traveling. Diagram 2 shows an offensive line making contact before the defense can stunt and then maintaining this contact as the stunt is attempted.

The use of offensive line splits can force defenders either to call off their maneuver, show their intent or become vulnerable to angle blocks. Since stunting usually requires defenders to drive around an opponent, as in the loop charge, or drive through him, in the case of the angle charge, enlarged line splits can force defenders to cover more ground in order to carry out their assignments. As a result, the defender becomes liable to blocks that may cut him off. Of course, the most disastrous



situation that can confront stunting is the cutting off of one defender while his adjacent teammate stunts himself out of contention. Thus, increasing line splits can be extremely effective in many instances, especially when they are used in conjunction with vertical blocking. Diagram 3 shows this maneuver. Notice how defender 1 is cut off and defender 2 stunts himself out of the picture. In this situation, the place to attack would be to the inside, because a quick breach might occur in the defensive front which could be pierced quickly and cleanly. The extension of line splits would not necessarily facilitate the outside attack as it would take longer to strike these areas, and with larger gaps present penetration might occur.

Inasmuch as blocking assignments can become confused or added defend-



ers may be thrown into an area, added blocking is often necessary. The use of backs as primary blockers when striking either inside or outside can be very beneficial. By utilizing wedge maneuvers and having the backs assisting in the blocking, inside stunters can be cut off or met by more than one blocker. Diagram 4 shows the utilization of both the right halfback and fullback combined with regular vertical blocking, and extended line splits, with a drive into the tackle area. In this instance, the halfback is placed on the defender to his front, and the ball-carrier must take the best path available. Of course, the use of backs when running outside is employed universally. Their use against the stunt can be normally effective as the stunt tends to show itself by the time the outside areas are actually hit.



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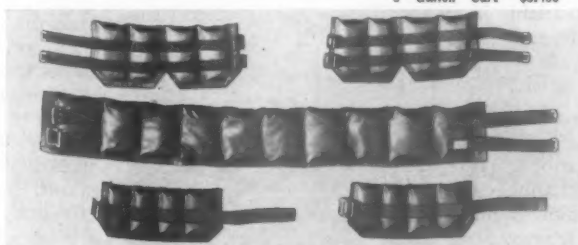
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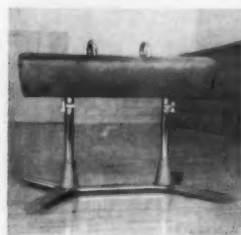


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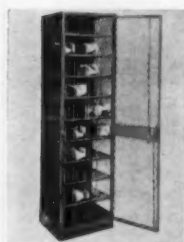


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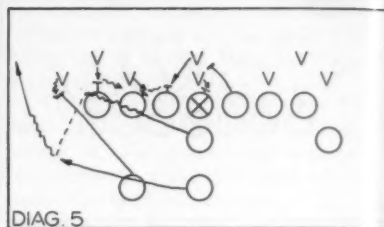


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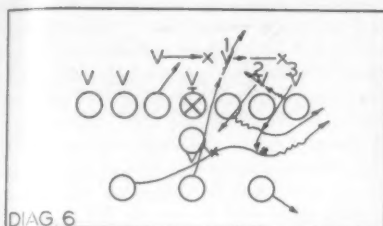
Thus time is provided for blocking adjustment.

One basic course the offensive team could take would be to extend line splits, utilize vertical or wedge blocking, employ interference type backfield action, and run inside. This type of maneuver could take advantage of stunting or force the stunt to be called off. If the gaps are played with penetration, blocking angles are offered. If a defender does penetrate before the block can be initiated, a back is available to handle him or, because the maneuver is hitting inside, he wastes himself by overrunning the ball.

Immediate penetration can collapse an outside maneuver because of its naturally delayed development. The defense, then, must be prevented from accomplishing the penetration, and stunting certainly can facilitate penetration. Consequently, when a stunting opponent is met, the offense is faced with the problem of stopping penetration in order to attack outside. One method of halting penetration is closing line splits. Diagram 5 shows an offense that has closed its line to reduce possible penetration, is blocking vertically to offer a solid front, and is running outside to take advantage of poor pursuit resulting from the stunt. Also notice that the outside stunt shows itself completely before the attack hits. Thus, the assignment problem that the stunting team hopes to create is minimized.

Another offensive axiom, then, would be to close the line splits and run outside. When defensive pursuit is minimized, due to the use of penetrating stunts, the outside attack can be very effective. Of course, the style of offensive attack, the weapons available, and the ability of the defense would dictate the use of this maneuver against stunting.

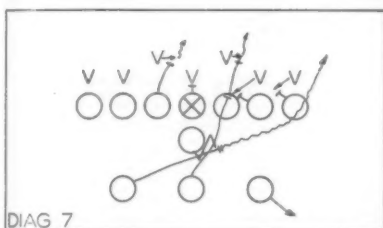
Pulling on the on-side linemen when possible stunting is faced can prove to be a disadvantage in many instances. Many stunt patterns are designed to strike a defender into the backfield of the opponent behind a pulling blocker. As mentioned, immediate penetration to the on-side can ruin almost any pattern. Even a control type stunt can take advantage of a blocking pattern which features angle blocks, pulling linemen and/or two-on-one action. Diagram 6



DIAG 6

shows the dangers in blocking of a lateral, or slightly delayed nature. Notice how defender 1 ruins a possible block by the fullback and defenders 2 and 3 nullify the pulling guard and the two-on-one pattern by the end and the tackle.

It might be wise for an offense to block vertically to the on-side when a possible stunt is encountered. This maneuver might be accomplished by an audible signal at the line of scrimmage or according to the blocking pattern called in the huddle. Whatever the case, genuine trouble can develop when the opponent is given an opportunity to move quickly across the scrimmage line. Diagram 7 shows the same offen-

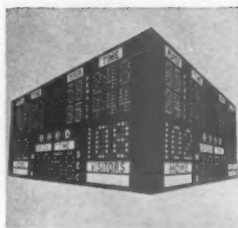


DIAG 7

sive maneuver that is shown in Diagram 6 with vertical blocking replacing the lateral pattern. Although this blocking is not ideal, it does offer a solid front. Blockers in this case would simply take the defender in the direction he wishes to travel.

Offensive maneuvers that feature inside trapping (from tackle to tackle) and stress speed can become extremely difficult to manipulate when they are faced with inside stunting. Here again, it might be well to check off and block vertically. Although this blocking pattern may not create a clean break in the defense, it could offer a natural one. By taking defenders in the direction they wish to go, they can be forced to overrun their assigned position.

Another possibility in attempting to run inside against a stunting defense is to direct all effort at linemen and leave the linebackers to run themselves out of contention. Because linebackers are located off the line, and because in sliding or compensating they move laterally, it may be difficult for them to



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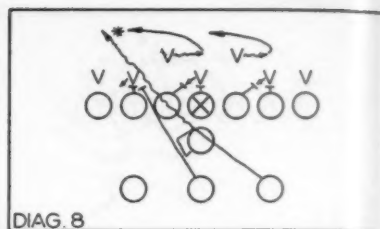
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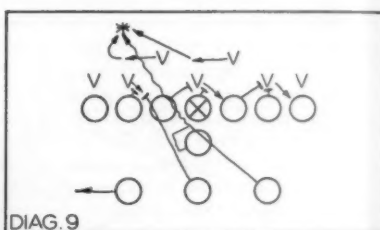
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DIAG. 8

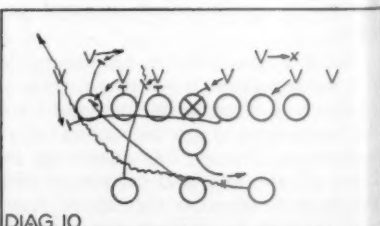
move into a breach and tackle directly into the ball-carrier. When this situation is present, the offense is capable of punching out short yardage even though the linebackers are making every tackle. Diagram 8 shows an offensive adjustment which gives complete preference to linemen. Notice how both linebackers are left free but are not capable of reacting and filling because of their assignment of lateral compensation for stunting linemen. Even if the opposite stunt occurs, neither linebacker can stop this maneuver aggressively because of lateral movement. The movements shown in Diagram 9 prove this point. Notice that the tackle is made from the side, allowing



DIAG. 9

the ball-carrier to advance at least one or two more yards. Then another consideration might be to give linemen complete preference when an inside attack is being utilized and let the linebackers reduce their own effectiveness because of their sliding type assignments.

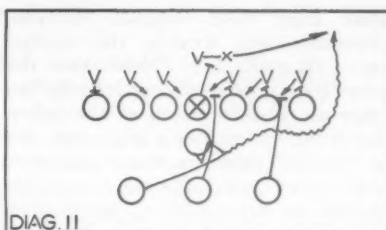
An off-side lineman can be used as an additional blocker when the area off-tackle or outside is being attacked. If blocking of this type is part of the regular system, it certainly can be advantageous when an outside stunt is faced. Diagram 10 shows an off-tackle maneuver in which all available blockers are deployed in conjunction with vertical action to the on-side. Notice



DIAG. 10

that the fullback is in position to pick up defender 1 after this defender has partially escaped the block of the tackle by stunting. Also notice that the near halfback fills to his front to seal off penetration by a defender who is stunting into that area. The off-side guard is now able to run a normal pattern because the on-side is sealed from penetration. Of course, if the opponent is able to force this pulling off-side guard to lose ground as he drives down the line the entire offensive pattern will probably be disrupted. This added blocker can be extremely valuable because he can initiate his block after the stunt has been completed and just as the ball-carrier enters the point of attack. Also, inasmuch as outside stunts usually call for penetration, this blocker will have good position from which to drive the defender to the outside and he will have the momentum to meet a hard-charging defender.

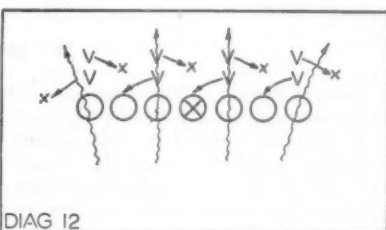
The backfield pattern can become extremely important when stunting is faced. Since timing can be disrupted and line-backfield coordination altered when these defensive tactics are faced, certain pattern types offer the best chance for success. Certainly, with explosive vertical blocking that beats defenders before they can stunt, it is necessary to use direct hand-offs that hit quickly. This is the only way to take advantage of the immediate accomplishment of the blockers. When the defensive maneuver can be completed, backfield patterns that offer the ball-carrier an opportunity to select his path according to defensive commitment or successful blocks are necessary. If the back is able to alter his direction, a clean break through the scrimmage area may occur, or at least the back can elude the congestion that this de-



DIAG. 11

fensive tactic might bring about. Diagram 11 shows a backfield pattern which offers the ball-carrier a chance to alter his path. Notice that this action employs two backs as blockers and allows the ball-carrier to maintain his speed. Although a defender has slanted (angle charged) into the regular attack point, the ball-carrier is able to turn outside to elude him.

Another method of changing direction is the use of the old, yet very effective tactic of employing a back to lead the ball-carrier. The back could initiate his block with the ball-carrier cutting off or around it. A back who is leading through the point of attack may assist in catching any free defender or may at least create a wedging effect.



DIAG. 12

In certain instances, a defensive alignment that is well adapted to stunting may actually be vulnerable where it appears to be strongest. As defenders

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move from their original positions, sometimes they weaken the original area (Diagram 12). Notice how the areas that appear strong actually become the weakest points of the defensive front. Of course, a stunt may not be the call, but in many instances teams have continually run into stunts because the defense has appeared weak in areas into which the stunt has been focused. A disguised weakness is part of the overall strategy behind stunting. A close look should be taken at a stunting opponent's alignment strength.

An audible, or check-off system can be extremely valuable when an offense is confronted with stunting. With this technique any indications of a possible stunt could lead to switching to a more suitable offensive maneuver or a revision of the one called. Of course, this practice is not foolproof, because the offense can be misled as to defensive intentions. However, defensive alignments which load given areas or are based upon outguessing the offense can be spotted and used to advantage. In instances where the outside areas are left without defenders, a quick thrust here could do real damage. In certain instances, strength may be moved to the outside, and a check-off and strike in-

side could be successful. Of course, these offensive tactics can be inconsistent and cannot be considered as a counter for stunting within themselves.

Possibly one valuable check-off at the line of scrimmage is that of calling for vertical blocking if a possible stunt is diagnosed. This is one sure way of mobilizing for the stunt, yet in most cases it will not reduce the effectiveness of a maneuver too much. There are few offensive maneuvers that cannot be utilized with vertical blocking, and this type of blocking may be the best method of countering a stunting opponent, provided contact is made immediately. Whenever the opponent aligns in positions that show penetration tactics, in almost every instance vertical blocking should be employed.

Another check-off might be to call for a direct strike at the opponent with the dive play or a related maneuver. This tactic can offer consistency and may be able to break between defenders as they carry out their stunting assignments. A quick strike to the outside can be checked off effectively if a stunt is probable. This action will minimize defensive pursuit. Of course, the jump pass behind stunters has also been used to take advantage of outside stunts.

Ten General Considerations in Running Against a Stunting Defense:

1. Players must have the ability to block vertically (straight ahead) and spend time on sustaining blocks against defenders who are moving in another direction.

2. Time should be spent in the get off (an explosive charge) in order to make contact before the opponent can carry out his stunting assignment. Inasmuch as the opponent will be moving laterally this charge must be controlled.

3. It is necessary to extend line splits and run inside. This extension will make individual stunting assignments more difficult (more ground to cover), and if one defender is cut off, he will offer a more natural breach in the defensive front.

4. Employ backs as added blockers to offer a solid front and to catch any defender who has eluded his blocker. Also, extra defenders may be transferred to certain areas and an added blocker is necessary.

5. Close the line splits and run outside since defensive pursuit will be minimized and commitment will be to the inside. The line splits must be closed to avoid penetration.

6. Do not pull on-side linemen unless solid compensation is made for them. Defensive penetration can oc-

cur as on-side linemen leave their positions. Also, angle blocking by fillers (compensating linemen) is vulnerable unless it is truly explosive and can be initiated before stunters enter the area.

7. If a choice is to be made, all line blocking should be directed at defensive linemen and linebackers should be directed to stunt themselves out of contention. This maneuver will assure at least a short gain.

8. Attempt to cut off one defender and leave his adjacent teammate to stunt himself out of the play. This maneuver may call for a two-on-one, or even a wedge (three-on-one) block.

9. Utilize off-side linemen as on-side blockers (pull them). The added offensive man may take care of added defenders. Any penetration by defenders who have eluded their blocker can be stopped. A hard-charging outside defender can be minimized by a blocker who is moving at equal speed and with a good inside-out angle.

10. Offer the backs an opportunity to alter their direction according to defensive commitment. This change of direction can take advantage of the lateral movement and the depth of the defenders as the ball-carrier enters the point of attack.

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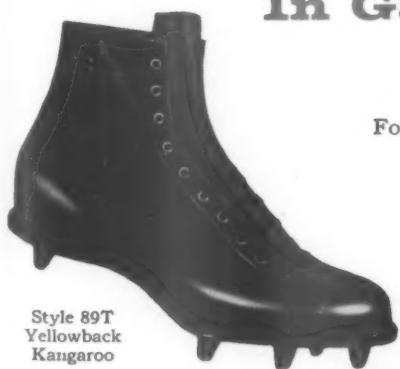


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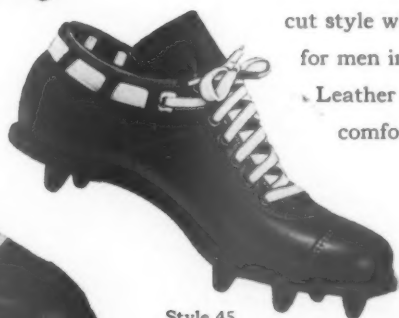
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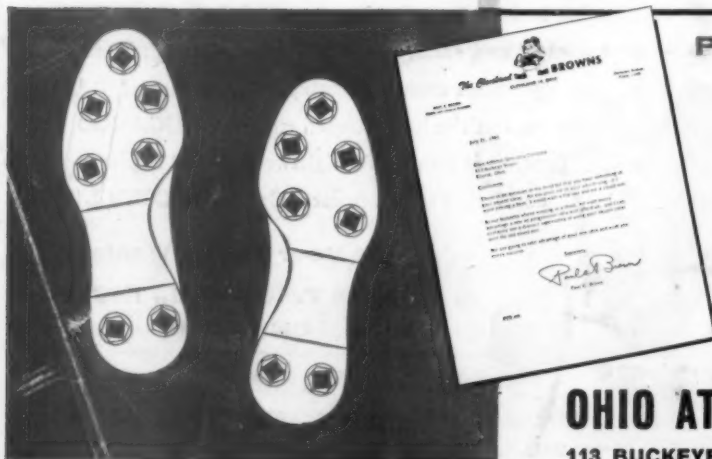
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